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ABSTRACT

An anti-bias, multicultural approach to family day care is presented in this book. Part A provides a rationale for such an approach; Part B outlines ideas for children's anti-bias, multicultural projects; Part C describes children's books and adult resources, and lists sources of hard-to-find items such as multicultural dolls and puppets. Subsections of Part A concern family day care as as a site for the transmission of bias; characteristics of an anti-bias, multicultural approach; language and stereotypes; developmental tasks at different ages; parents as partners; the family day care environment; and strategies to use with children. Subsections of Part B describe anti-bias, multicultural activities; and offer guidelines for celebrating nontraditional holidays. Subsections of Part C offer a checklist for books, toys, and materials; an annotated bibliography of 301 items of children's literature that are indexed according to gender of the main character, the race/culture of the main culture, multiethnic content and other characteristics, such as special need content and strong anti-bias message; an annotated bibliography of 32 resources for adults; a list of companies with anti-bias and/or multicultural books and materials; and a list of resource organizations. Fifty-seven references are included. (RH)

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HELPING CHILDREN LOVE THEMSELVES AND OTHERS

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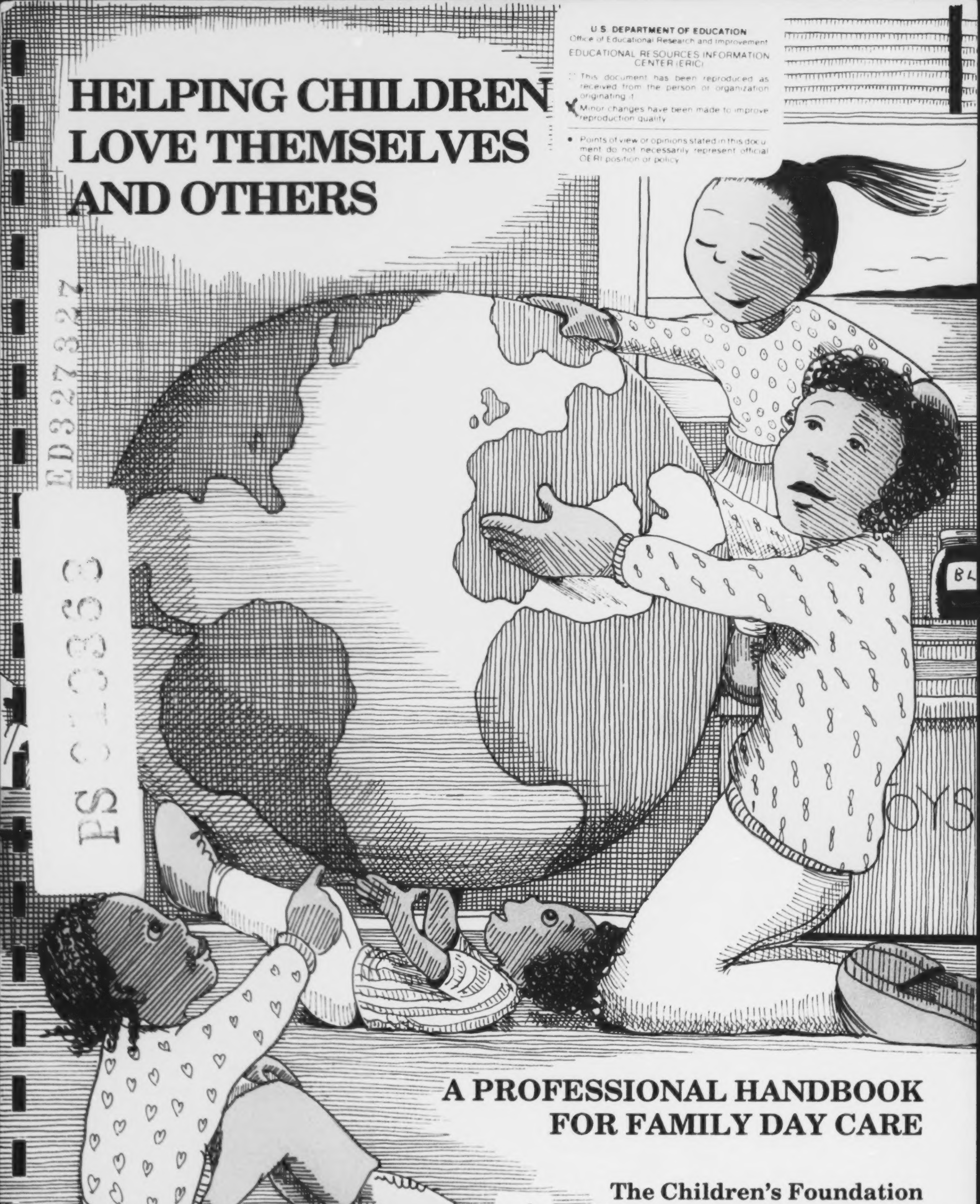

A PROFESSIONAL HANDBOOK FOR FAMILY DAY CARE

2

The Children's Foundation
Washington, DC

Women's Educational Equity Act Program U.S. Department of Education

Helping Children Love Themselves and Others:

A Professional Handbook for Family Day Care

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The Children's Foundation Philosophy

Since its founding in 1969, The Children's Foundation has strived to improve the lives of children and those who care for them. The Children's Foundation actively supports and advocates on behalf of family day care providers and the profession.

The Children's Foundation promotes professional growth and development through education and training opportunities for family day care providers, many of whom are low- and middle-income women. These anti-bias, multicultural training materials can enrich the educational experiences of family day care providers, and will ultimately lead to improvements in the quality of care for children.

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Foreword

Dear Reader,

The book you are holding—*Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care*—is wonderful. You have one of the world's most important jobs. You help children feel strong, able, and loveable. Your positive, caring attitude is catching.

As early childhood educators, our job is to encourage children to think about how people are alike and different. We want them to ask all kinds of questions. We try to find answers they can understand. Our words and attitude tell children that differences are wonderful.

Helping children to love themselves and others is not always easy. Toddlers may reach out to feel each other's hair, for example. Older 2-year-olds may stare or say things such as "What's that?" Preschoolers are curious, too. What makes me a boy or a girl? Will skin color wash off? They delight in combing hair of many different textures. Eye shape and color is of great interest. Unfamiliar languages puzzle them. Even elementary-age children seem "old." Preschoolers also notice that people have different abilities. Children often make comments that embarrass us.

How do you become comfortable with their questions and with this up-to-date approach to learning? First, use the ideas here to look at your own attitudes, values, and behaviors. One family day care provider who field tested this handbook found, "For me it opened my eyes and made me more aware." Try out the materials and suggested activities for children. Each idea can help children appreciate each other's differences, develop a sense of fairness, and learn to stand up for themselves and others.

"When you help children notice and accept—in fact CELEBRATE—differences, you pave the way to prevent prejudice and promote compassion, tolerance, and understanding" (page 6). You can light the path for young children to become tomorrow's world citizens.

Louise Derman-Sparks
October 1990

About the Project

Starting Early for Educational Equity: New Equity Resources in Family Day Care

Work began on this Project in October 1989 with a 1-year grant from the U.S. Department of Education under the Women's Education Equity Act. Our task was to research and develop job-specific educational materials on equity issues for family day care providers. Few materials addressed the anti-bias, multicultural approach with children younger than 5, and even fewer were available for family day care.

The new materials were to be in three distinct but related segments:

1) An Equity Handbook would demonstrate the importance of examining personal attitudes and applying anti-bias concepts in family day care.

2) Equity Activities, for parents and family day care providers to carry out with children, would illustrate the anti-bias, multicultural approach.

3) A Resource Guide to Equity Materials would contain an annotated bibliography of children's literature and adult resources, as well as other useful resource information.

The Project was announced nationally in the early childhood education community to identify pertinent materials that might be adaptable for family day care providers.

At the same time, experts were invited by **The Children's Foundation** to become members of the Project Advisory Panel—a working group of men and women from a cross-section of racial and ethnic backgrounds. Advisory Panel members were expected to contribute useful information and insights to Project staff and consultants. More than one-third of the members of this Panel were current or former family day care providers.

The first working draft of the materials was completed by the beginning of the sixth month of the Project. It was sent for review to the Advisory Panel and other early childhood educators. Based on their recommendations, the activity section was changed from a calendar format to one which focused on the 12 values being addressed, such as appreciating likenesses and differences. It was also determined that one book with three sections would be the most useful to providers.

From April to July, the draft was field tested in five areas of the country with 65 family day care providers or former providers. The field-test participants represented different ethnic and racial groups, income levels, ages, and years of experience.

The Project Director traveled to Arizona, Alaska, Florida, Maine, and within the Washington, D.C. area to launch the materials with field test participants and verify that the materials were "provider friendly." Each group was introduced to the concepts of the project and viewed the video "Anti-Bias Curriculum" by Louise Derman-Sparks and the A.B.C. Task Force. The video proved to be an excellent, nonthreatening description of the anti-bias approach.

Participants then read the materials and were urged to try some of the activities. Discussion was encouraged, individually and in groups. Follow-up questionnaires were returned to **The Children's Foundation.** In metropolitan Washington, D.C., home visits were scheduled to observe providers carrying out activities with children.

Refinements in the draft materials were made throughout the field test phase, and in September revisions were again sent for review.

The materials from the Project are available in two formats. **Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care** contains all three sections. In addition, **Helping Children Love Themselves and Others: A Resource Guide to Equity Materials for Young Children,** a separate volume containing the resource section alone, is valuable for all early childhood educators and parents.

Kay Hollestelle
Executive Director
The Children's Foundation

Introduction

> We are all different in many ways, but sometimes children are afraid to be different because they want to be like the people they love. Some children may even come to feel there's something wrong with being different. That's why grown-ups need to help children learn that being different is part of what makes them special to the people who love them.
>
> *—Fred Rogers (1983, p. 139)*

From birth, children begin to learn to love themselves and others. Infants and toddlers start to see differences between people. They notice skin colors, hair colors and textures, eye shapes, and other features of race and ethnic background. Three-year olds figure out how to recognize boys and girls. They are aware of different physical and mental abilities.

By age 4, children are very much tuned in to our attitudes. They sense how we feel about them and other people. Many children grow up feeling good about who they are. "Here, let me do it," they volunteer. Most children feel comfortable being around other people, too. They are eager to have fun together. "Let's play firefighter!"

Many other young children already have negative ideas about themselves. "I can't," they say. Or you overhear them mutter, "I never do anything right." They may not know how to get along well with other children. Such children may seem quiet and shy, or they may be bullies.

Preschoolers may even believe some common biases and stereotypes about other people. They hear put-downs on TV. They see holiday decorations that poke fun. They are indeed aware of what is happening around them and between people.

Celebrate diversity

Children are growing up in exciting times. We all live in a diverse world. Just think about the different languages people speak. Think about the many beautiful ways people fix their hair. Listen to the variety of music styles and instruments. Travel to another state or country isn't necessary to find differences. Diversity is all around us. It is as close as the nearest TV, magazine, home, school, or store.

People everywhere want to live joyful, interesting lives. They want to be at peace with each other. We can only do this if we appreciate each other's differences, as well as our similarities. Children are learning to do this today, in our family day care homes, their own homes, and everywhere they go.

> Fifty years from now, it will not matter what kind of car you drove, what kind of house you lived in, how much you had in your bank account, nor what your clothes looked like. But the world may be a little better because you were important in the life of a child.
>
> *—Anonymous*

More and more family day care providers care for children with diverse backgrounds. Communities everywhere are more and more multicultural. As a result, all of us are getting to know each other better.

In a few family day care programs, all of the children are from the same ethnic or racial group. If your community is not yet very diverse, you have an additional responsibility to children. They will soon be going to school or work with people from many backgrounds. Right from the start, it is important for you to make opportunities for them to celebrate diversity.

At first, children will notice differences among themselves. You will help them appreciate how wonderful it is that Rhonda has curly, black hair and that Amy has long, brown hair.

As they grow, they will begin to understand the greater diversity that exists in our world. They will stand up for what is fair, for themselves and other people. This is the beginning of what many professionals call a *multicultural, anti-bias curriculum.*

What is a multicultural, anti-bias approach?

A multicultural approach to working with young children is based on appreciating many human differences. The obvious ones include culture, race, occupation, income level, age, gender, religion, sexual orientation, and physical ability and disability (Ramsey, 1987).

Sometimes it is easier to get a handle on an idea when you know what it isn't, as well as what it is. An anti-bias, multicultural approach is NOT:

- ▲ A lesson once in a while on not hurting each other
- ▲ Reading a book about Chanukah each December
- ▲ Cooking tortillas for lunch during Mexican week
- ▲ Taking a field trip to the Chinese New Year parade
- ▲ Making maracas for the musical instrument collection
- ▲ Covering the children's eyes so they can feel what it is like to have their vision impaired

Activities such as those in the box can be valuable only if they are just some of the ways your program appreciates individual differences. If anti-bias, multicultural activities are scattered about the year, or are seen as a quick way to get in some multiculture, they can be harmful. Children may miss how the ideas connect to their lives. Diversity should be celebrated every day, in many different ways.

How do you do this? In this book we approach anti-bias, multicultural family day care in three ways.

- **Part A, Equity Handbook,** talks about why anti-bias, multicultural childrearing is so important. We urge you to think hard about your own feelings. How do they affect your work as a family day care provider? We include ideas to build your partnership with families and to handle conflicts. You will also find tips on how to make the children's play space—the toys, books, and materials—reflect your commitment to celebrate diversity. This part ends with specific strategies for you to implement the anti-bias, multicultural approach.
- **Part B, Equity Activities**, outlines ideas for children's anti-bias, multicultural projects. Lots of developmentally appropriate learning experiences are suggested. You can use the calendar of nontraditional holidays from around the world as a planning tool.
- **Part C, A Resource Guide to Equity Materials for Young Children,** describes children's books and adult resources, and lists where to get hard-to-find items such as multicultural dolls and puppets.

Definitions

Ablism: Any attitude or action that treats people unfairly because of their disability (CIBC, 1980b).

Agism: Any attitude or action that treats people unfairly because of their age.

Anti-bias approach: An active challenge to prejudice, stereotypes, and bias. Stands up against the personal and social behaviors that continue to oppress people (Derman-Sparks & the A.B.C. Task Force, 1989).

Bias: Any attitude or belief that is used to justify unfair treatment of any person (Derman-Sparks & the A.B.C. Task Force, 1989).

Culture: How people do things: their values, beliefs, ways of thinking, and everyday activities.

Homophobia: A fear and hatred of gay men and lesbians that leads to discrimination against them (CIBC, 1983b).

Multicultural approach: Celebrates many human differences including culture, race, occupation, income, age, gender, sexual orientation, and physical ability and disability (Ramsey, 1986).

Prejudice: An attitude or opinion formed with little knowledge or thought (CIBC, 1980b).

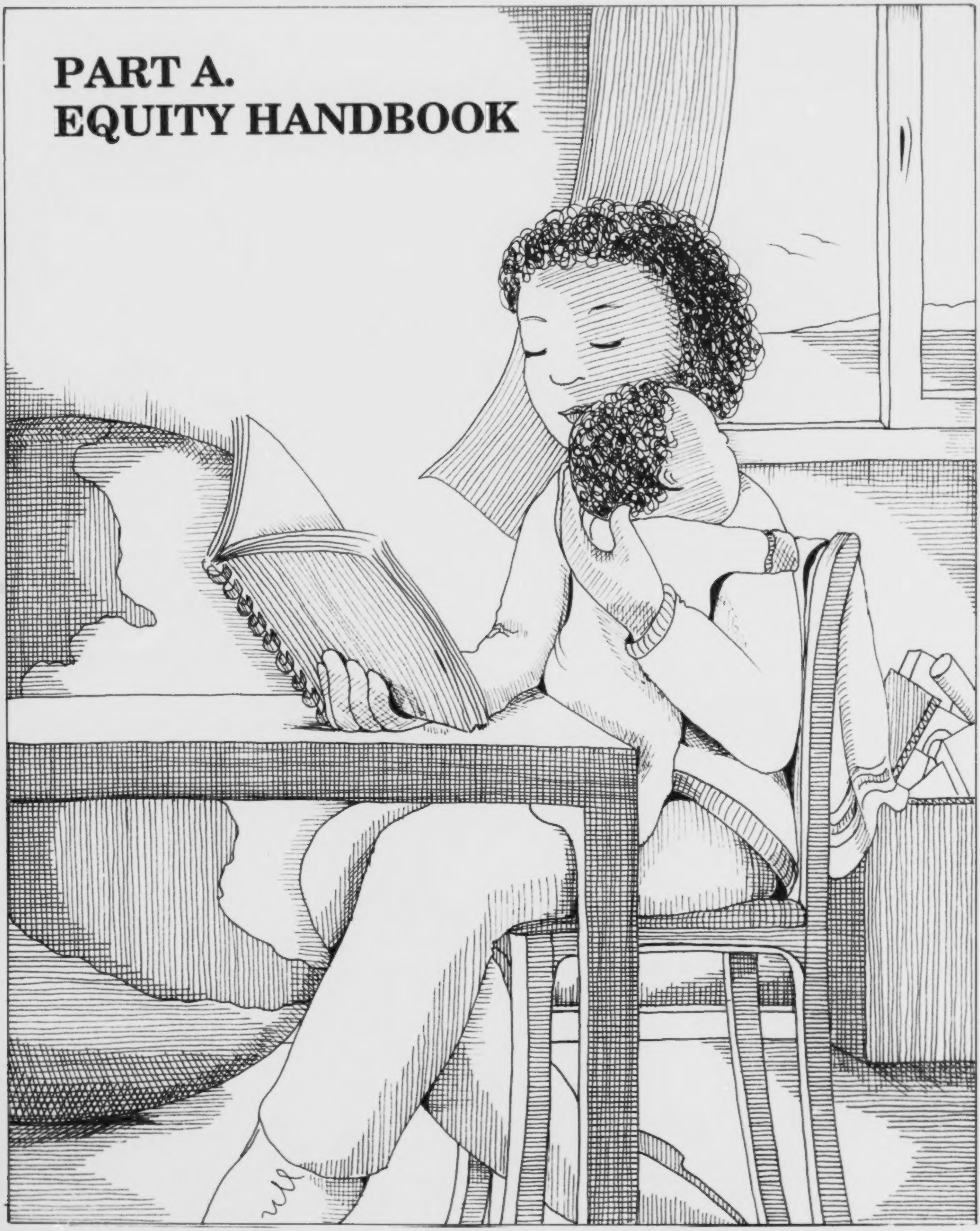
Racism: Any attitude or action that treats people unfairly because of their color (CIBC, 1980b).

Self-concept: People's ideas about who they are and how they feel about themselves.

Sexism: Any attitude or action that treats people unfairly because of their sex (CIBC, 1980b).

Stereotype: Ideas about a particular group of people that are oversimplified and usually negative (Derman-Sparks & the A.B.C. Task Force, 1989).

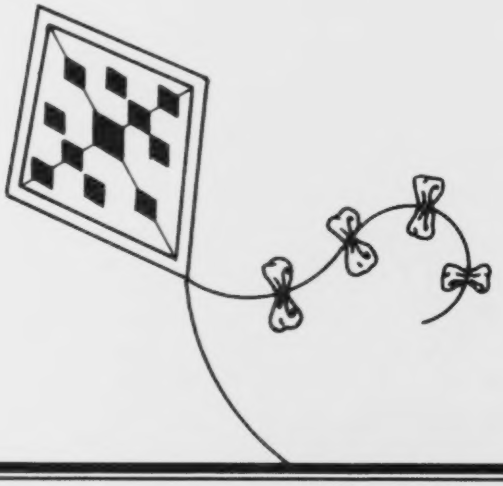
PART A.
EQUITY HANDBOOK



Section I
Why Family Day Care?

For many of America's newborn through school-age children, family day care is a friendly place to be. Many of these children spend about 50 or 60 hours a week with us, usually in the same neighborhood. We often come from the same racial, ethnic, and social backgrounds.

Parents and providers generally share similar values. And all of us want to do our best for children. We want them to lead happy, productive lives.



Children learn about themselves and others

Many of us—parents and family day care providers—grew up with biases and stereotypes about people who were seen as different from us. Some of us picked up these ideas from our neighbors, from TV, or from things we heard in school. Most prejudices get started because people don't know each other very well.

We may not mean to, but we often pass on our biases and stereotypes to children. We don't purposely display these harmful attitudes. Sometimes what we do may not even appear to hurt others. But prejudice happens all the time, without giving it a second thought. Even when a woman is pregnant, the stereotypes and biases begin. A baby who kicks a lot will surely be a boy, thinks a mother. Or a father has grand ideas about dressing his daughter in frilly dresses.

Babies and toddlers begin to pick up on how we treat other people. They see the Thanksgiving pictures of Indians in headdresses. They get used to a few familiar foods. They hear when a child is called *bad*. They notice how fidgety you get when a white-haired woman struggles with her change at the grocery store.

From common happenings such as these, children are learning that differences exist, and some seem strange. It is just one step further to say that unfamiliar differences are bad or inferior.

By preschool age most children have taken that extra step. They have learned biases and stereotypes. All they had to do was watch and listen. In school, they see that some children are assigned to groups, thinly disguised with names such as Bluebirds or Rainbows. Children tease each other about how they dress, or refuse to play with a child who "walks funny." They see TV shows that make people look stupid or lazy.

They overhear our conversations. Our remarks may appear to be innocent. Jokes may sound funny. But the message we give to children is clear: "One group is more valuable than another."

> The more children hear that some groups are more valuable than others, the more they believe that it's true.

Put together, these messages eat away at how children feel about themselves and others. The more children hear that some groups are more valuable than others, the more they believe that it's true.

Children are caught in a trap either way. If they are part of the favored group, they are under pressure to go along with the negative biases and stereotypes about all the other groups. Children who are in the group that is looked down upon feel worthless. Either way, children miss out on learning how to love themselves and others.

Today's children will pass on stereotyped and biased ideas about people to their children, too, unless we help them learn to value people's differences. The world has already changed from the one in which we grew up. It will be different still for the young children now in our care. They will be young adults early in the 21st century, ready to vote, become parents, and hold jobs. A few years later they will be our mayors, our school board members, and our national leaders.

Cooperation, sharing, equality, diversity. All are essential if we are to live in harmony with each other, or even to survive. It's a big responsibility, preparing children for the future. The only way we can carry out our commitment to children is to make sure they grow up to appreciate themselves and other people, no matter what their culture, sex, age, or abilities. We can do this every day in our words and in our deeds.

Where family day care providers fit in

An important first step in creating an anti-bias, multicultural family day care program is to look within ourselves. What attitudes did we learn from others? How do we act around people who are different? What messages do we send to children about themselves or others?

A good place to begin to look at our attitudes is in our own childhoods. Perhaps you got messages like these when you were growing up:

- Girls don't sit like that.
- Big boys don't cry.
- Girls are quiet and helpful around the house.
- Boys fight and join sports teams.

As children, we learned how boys and girls were expected to behave from parents and teachers. They decided who did "women's work" and who did "men's work."

In the same way, we picked up attitudes toward other people. Many of us grew up in neighborhoods or went to schools where everyone had the same backgrounds. Perhaps your school was mostly black, or your neighborhood was mostly Jewish or Italian.

Most of us learned to fear or hate people we never even had a chance to know. Maybe you were afraid of older people. Or maybe you used mean names such as *spastic* or *retard* or *Pollock* to joke about people. Perhaps you worried that if you touched someone with a different skin color you would get dirty.

Many of our biases come from stories or traditions that are passed down to children. Think about the messages your family, teachers, friends, and other experiences gave you. Try to remember what you heard on the radio or read in books. How did these experiences affect your thinking about yourself and other people?

Another way to look at how our biases evolved is to remember who our heroes and heroines were when we were children.

- ▲ Who were the people you looked up to?
- ▲ How did you see yourself as like them? How have you changed?
- ▲ If you are a woman, were you directed toward feminine role models and heroines such as ballerinas, nurses, teachers, good fairies, or your mother?
- ▲ If you are a man, were your role models and heroes more aggressive, such as athletes or your father?
- ▲ Were you encouraged to see the value in role models of different races or abilities—or just your own?

Most of us have room for improvement in our attitudes and behaviors. But changes do not happen overnight, either within ourselves or with children. It's hard to push ourselves to grow and learn. But we must do it in order to be more effective role models for children.

> The most important thing we can do as family day care providers is to build children's self-concepts.

The most important thing we can do as family day care providers is to build children's self-concepts. We can help children feel strong, and capable, and lovable. We can encourage children to appreciate differences among people. Our small steps will lead to a better world for all of us.

Section II
An Anti-Bias, Multicultural Approach

Children are born free of prejudice. They become aware of differences in how people look by the age of 2. They notice differences in skin color, between girls' and boys' bodies, and obvious physical disabilities. This is normal curiosity. At the same time, little by little, as we have seen, they may get the message that some people are superior to others.

Many adults who work with young children deny that color matters. They think children are unaware of the differences of color among people. They believe that as long as they emphasize the ways in which all people are alike, children will not be prejudiced or become the targets of bias. We will see why such an approach doesn't work by looking at how racial and gender awareness develop.

> Children's choice of friends, their drawings, or their dramatic play may hold clues about what they think of themselves or their friends.

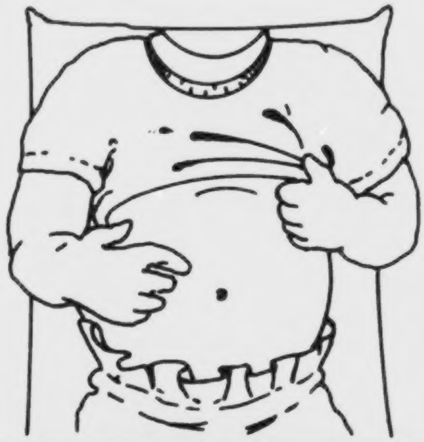
How racial awareness develops

Racial awareness comes about slowly. It takes children a while to figure out that they belong to a specific racial or ethnic group. You will know they are aware of these differences when they start to ask questions such as, "Can I change my skin color?" or "Why is Kamie's hair so curly?"

By about 4 years of age, children begin to prefer one race. Children realize that their own group may be thought to be superior or inferior in the minds of others. They don't always use words to say what they have learned from us. Instead, their choice of friends, their drawings, or their dramatic play may hold clues about what they think of themselves or their friends.

People who studied young children's racial preferences found that:

- Many young black children prefer white dolls (Clark, 1963).
- White children tend to give positive roles (such as birthday child) to white dolls and negative roles (such as naughty child) to black dolls (*CIBC Bulletin, 1983a*).
- Many children connect dark colors with frightening events and often say they dislike the colors black and brown (Melina, 1988).



How gender awareness develops

Two-year-olds are figuring out how boys and girls differ. At first, they may mislabel each other. For example, a girl with very short hair may be called a boy. They also can identify body parts. When adults give them the right information, they learn that a boy has a penis and a girl has a vulva and vagina.

Gradually, children learn their gender identity ("I am a boy" or "I am a girl"). Preschoolers come to realize that they will always be a boy or a girl, no matter who they play with or what they wear. By 4, children already act like boys or girls. They have learned how our society expects them to behave. They are living up to the stereotype.

These are some of the ways children learn about how boys and girls act. Although most of these studies were done with white preschoolers, we can still see how our actions affect all children's attitudes and behaviors:

- After 6 months of age, girls get touched more than boys. Girls are picked up, kissed, and hugged more lovingly. Boys are picked up to give them a better view or to get them to perform a task (Booth-Butterfield, 1981).
- Nearby adults are more likely to help girls when they ask. This encourages girls to depend on others. On the other hand, boys are encouraged to explore things on their own (Serbin, O'Leary, Kent, & Tronick, 1973).
- Child care providers tend to do tasks for girls (for example, fold paper or reach for an object). They encourage boys to do the task for themselves (Booth-Butterfield, 1981).
- Teachers praise girls more for looking pretty, cooperating, and following rules. They praise boys for what they achieve (Dweck, Davidson, Nelson, & Bradley, 1978).
- Adults tend to discourage girls from trying hard physical tasks (for example, climbing to the top bar on playground equipment). They criticize boys who are afraid to try the same task (Booth-Butterfield, 1981).

If we lay a strong and positive foundation for children, they are less likely to be damaged by racism, sexism, and other kinds of bias.

Family day care providers have a strong influence on children's lives. Therefore, it is our responsibility to be aware of research findings such as these. If we lay a strong and positive foundation for children, they are less likely to be damaged by racism, sexism, and other kinds of bias.

Looking toward the future

People have more in common than they have differences. When you help children notice and accept—in fact **CELEBRATE**—differences, you pave the way to **prevent** prejudice and **promote** compassion, tolerance, and understanding.

Family day care providers who use an anti-bias, multicultural approach help children feel good about themselves. Children who have strong self-concepts are more likely to succeed in whatever they try. They do better in school. They are less likely to use drugs. Such children have no need to put others down to make themselves feel superior.

Children appreciate each other and people they meet or see on television when you use an anti-bias, multicultural approach. Children will feel comfortable about being friends with children from many backgrounds. People rarely are prejudiced against people they know.

With an anti-bias, multicultural approach, children develop the skills to deal with prejudice and discrimination directed against them or others. Children can learn how to stand up for what is fair and right. They will be good citizens in our democratic country.

Family day care providers who use an anti-bias, multicultural approach

- Help children feel good about themselves.
- Help children appreciate other people.
- Help children develop the skills to deal with prejudice and discrimination directed against them or others.

Section III
Language and Stereotypes: Powerful Tools

Words are powerful tools. We use words to tell children how we think and feel. Our tone of voice, gestures, and facial expressions add strong messages of "Hey, that's OK" or "That's not such a good idea" to our words.

Boys and girls CAN

Biased words and expressions have become so common that we often don't even notice them. You've probably heard these hundreds of times:

- She is such a tomboy!
- Don't be a sissy!
- Boys will be boys!

Such comments are **sexist** because they limit boys and girls to certain behaviors. If a girl loves to run, climb, and play ball, she is different from what is usually considered feminine. Similarly, a boy who prefers painting to wrestling or dancing to playing ball, may not be considered masculine enough. Often, a boy's rambunctious behavior is excused, while a girl who does the same thing is scolded.

These stereotypes are so common in children's books, cartoons, and movies that we often don't realize they are there. Yet very often, male characters are strong, independent, and active. Most animals are male. All of the males have exciting adventures.

Females in many stories, on the other hand, are dependent and helpless. Girls watch, help out, or get rescued. Think of all the fairy tales in which the beautiful girl (usually blond and blue-eyed) is saved by the prince.

Children who hear these ideas again and again believe them. As a result, they may criticize other children, feel badly about their own behaviors, and never get the chance to prove how well they can do something, such as cooking or playing football. That's a loss for them, and for all of us.

Hidden messages creep into our words. Our conversations often contain hidden messages for children.

For example, without thinking, most of us usually use HE when we refer to things such as insects or stuffed animals:

- Look at the spider. What a beautiful web HE's building.
- Your teddy bear is so soft. Can I give HIM a hug?

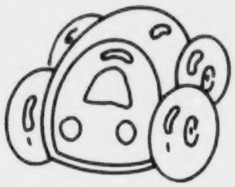
Other common words include MAN:

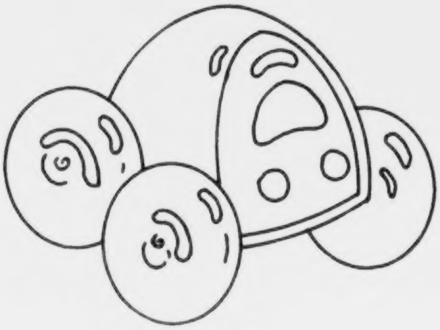
- The fireMAN will show us his truck and his boots.
- We need a policeMAN to get rid of this traffic jam.
- After the mailMAN comes, we'll go back indoors.

Some people argue that it's obvious the masculine form of words includes everyone. However, young children are *LITERAL.* If they repeatedly hear words with MAN—rather than *firefighter, police officer*, and *mail carrier*—they will believe that only men can do these jobs.

At first, you will be catching yourself when you speak. You may be amazed at how often MAN creeps into your conversation. You may need to change words in the stories you read, too. The Annotated Bibliography of Children's Literature included here contains many books to help counter the biases that creep into our language.

Soon, you will naturally use words that better reflect reality, and that keep children's choices open.





Biases are pictured on toy packages. Walk through any toy store. You'll have no question about which toys are for boys and which are for girls. The box makes it clear, even for children who are not yet readers.

For girls, there are pastels and pictures of ***ONLY*** girls on boxes with toy household appliances, play foods, dolls, knitting kits, and a vast collection of make-up, jewelry, and beauty aids. Phrases such as *bright and breezy, picture perfect, little starlet, pose me pretty,* and *get in shape, girl* reinforce a quiet, passive, beautiful, domestic image.

For boys, strong colors decorate packages with war figures, assault weapons, and sports equipment. They entice boys to action, power, and winning with phrases such as *a real American hero, bomb-dropping assault copter, annihilator, stalker,* and *one-man attack craft.*

Two problems arise with these toys and their packages. One, of course, is that children are steered toward certain types of play, depending on whether they are a boy or a girl. The second problem is the popularity of war toys. Such items glorify violence as an effective way to solve problems—precisely the opposite of the negotiation skills we try to teach children.

A few companies package toys (mostly for infants and toddlers) picturing both girls and boys and children of color. As this trend increases, children are more likely to play with toys that appeal to them, rather than those that are assigned by sex.

All people have strengths and needs

Many innocent comments send children other types of powerful, biased messages:

- Sit like Indians.
- You're running around like wild Indians.
- She's as cute as a china doll.
- He's the black sheep in the family.
- White is right.

These comments are **racist** because they reinforce a negative or stereotyped image of a group of people.

Often the only images children have of Native Americans are that they whoop and holler, wear feathers in headbands, and sit cross-legged. Few TV shows or Thanksgiving decorations get the truth across: The Indians lived here, in hundreds of nations, long before Columbus stumbled upon the West. Native Americans were peace-loving people who cared deeply for the earth and its resources. Few ever sat with their legs crossed.

The china doll comparison is a doubly biased comment. When a girl is compared to a doll, she becomes less than real. She is expected to be sweet, quiet, and graceful—and of course, no trouble at all. This is often a stereotype of Asian females.

Calling someone a black sheep means they do not conform to the so-called right way to be. But we all know that no group can be right all the time. This expression reinforces the idea that black is bad. Even dictionaries would have us believe it:

White: spotless, honorable, innocent (*Webster's New World Dictionary of American English*, 1988, p. 1523)

Black: soiled with dirt, wicked, gloomy, disgraceful (*Webster's New World Dictionary of American English*, 1988, p. 144)

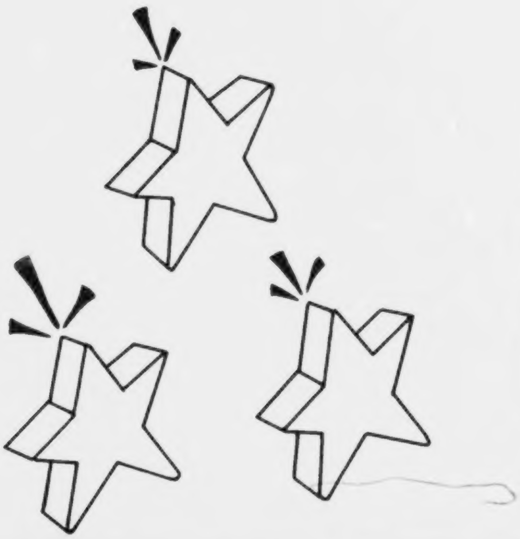
All children are affected by these messages. Children of color are told in no uncertain terms that they are inferior. White children get an untrue view of themselves as superior. All children believe what they hear, especially when they have little experience to tell them otherwise. Phrases such as these are typical:

- He is a victim of cerebral palsy.
- That's just the blind leading the blind.
- She acts like she's deaf and dumb.

Victim, the blind leading the blind, and *deaf and dumb* suggest that people are helpless, dependent, and aren't very smart. When we talk like this, we make it harder for people with differing abilities to be thought of as unique human beings. All of us have strengths and needs. But too often, the disability becomes *ALL* that is seen.

Children can be helped to understand that a person with cerebral palsy uses a wheelchair to zip around town. They can grasp that a person with a visual impairment can play the flute beautifully, for instance. Children can learn that signing or cueing make it possible for people whose ears don't hear well to talk with us and each other.

Keep the focus on what the individual CAN do, not on the one or two things that are difficult.



Television shapes children's thinking

Watching television, including videos, is a common American pastime. According to Action for Children's Television, children ages 2 to 12 years watch about 26 hours per week. That's nearly 4 hours a day.

Most television shows contain stereotypes and biased language that give children inaccurate information. Yet very often TV is the main way children see people of different races and ethnic groups. Children of color rarely see people like themselves reflected in a positive and realistic way.

Children are literal and they believe what they see and hear.

Cartoons, sitcoms, old movies, and commercials are filled with stereotypes like the examples in the box. Remember, children are literal and they believe what they see and hear. These stereotypes are accepted by children. They may have no other experience to go by.

Common stereotypes on TV and elsewhere

Older people
- Hard of hearing
- Cranky
- Helpless, incompetent

Native Americans
- Savage
- Whooping and jumping
- Wearing feathers and war paint

Latinos/Hispanic-Americans
- Mentally slow, lazy
- Gang member
- Sneaky, knife-wielding

People with disabilities
- Deaf and dumb
- Victim of violence
- Frightening

African Americans
- Super athlete
- Criminal
- Chauffeur, maid, unemployed

Asian-Americans
- Smiling, polite, small, inscrutable
- Buck-toothed and squinty-eyed
- Expert in martial arts
- Sweet as a "china doll" or evil as a "dragon lady"

(Some examples taken from CIBC, 1980b)

How can you give children a more complete and accurate picture of people in our diverse world? Limit television watching in your family day care home.

Encourage parents to limit TV at home, too.

When children *DO* watch television, adults should watch with them. Make comments to help children see beyond the stereotypes. Share these ideas with parents.

When you watch TV with children . . .

Ask questions and make comments about what you see:

"Why don't the girls ever get to play ball? That's not fair."

"That commercial makes me angry. How does it make you feel to see that boy get teased because of his clothes?"

"There sure aren't very many girls in this show!"

"That boy said he is afraid the Indian will scalp him. Whatever gave him that idea?"

"Those two men solved their problems by using words, just like we do. Hurray for them."

Discuss anti-bias, multicultural topics:

What's real and what's pretend? (Children usually figure this out at about the age of 6.)

How accurate are commercials? How can we find out? What are commercials for?

Programs children like and those that upset them. Why?

Characters who solve problems peacefully.

When someone is treated unfairly, what could be done to stop it from happening again?

Female characters, older people, and people from many ethnic backgrounds who are competent.

Male characters who are nurturing and thoughtful.

Carry out these activities:

Together with older preschoolers and school-age children, select two programs to watch during the week. Before they vote, get the children to talk about the pros and cons of each choice.

For younger children, choose two programs a week for them to watch.

Plan a new activity to do when the program is over.

Encourage children to write letters to television stations or companies in order to express opinions about programs or commercials.

Thinking questions

- How do I act when I hear a racist or sexist joke?
- Do I tend to blame the whole group of people if one member commits a crime?
- Do I always buy dolls for girls and trucks for boys?

Section IV
Developmental Tasks of Different Ages

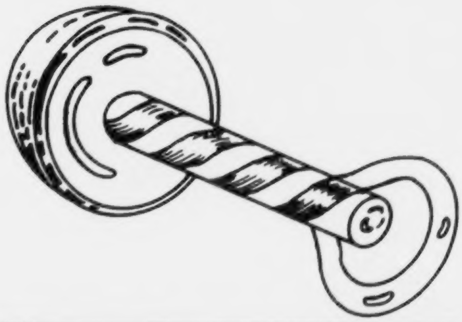
Young children face two major tasks in growing up:

- To develop strong self-concepts
- To learn how to get along with others

From the time they are infants, children gradually try to figure out who they are and what they can do. Children become more and more interested in what's going on around them. As they grow, they take part in the larger society. They shape their own personalities, and are shaped by what happens to them.

That's why we, too, need to know who children are and what they can do. Only then can we set realistic expectations for children. Only then can we plan activities that are a good match for children.

We'll briefly review some of the highlights of children's development here. Then we'll consider specifics about how to implement an anti-bias, multicultural approach to family day care.



Babies and toddlers

Babies are eager to get to know themselves, the world, and how they fit in. They discover people. They soon learn what to expect from others.

Parents and caregivers figure out babies' signals and patterns. Then we can follow up to give babies whatever they need—a drink of juice, a dry diaper, or some shared giggles. Babies learn, "I can trust others to help me."

When babies have reliable early care, they are more likely to feel good about getting to know people for the rest of their lives. When babies feel secure and cared about, they grow to care about others. The message they get from trustworthy adults is, "I am lovable. I am worth attention."

Babies and toddlers actively explore their environment. They use all of their senses—seeing, tasting, smelling, hearing, and touching. Babies are always on the move. Every day, they can do more with their fingers, their legs, their arms. That's how they discover what the world is all about.

Young children are scientists at work. They learn about cause and effect by seeing what happens when they do something:

- They drop a blob of yogurt from the high chair. With glee, they watch and listen for the splat as it hits the floor. "Hey, look what I made the yogurt do!" they seem to say.
- They learn that plastic is cold and hard when they bite it. "This soothes my gums."
- They lustily bang on a pan lid with a wooden spoon. The sound gets louder and louder. "Listen to my music," they call.

Babies are great imitators.

- Scrunch up your face, and they scrunch up theirs right back.
- They get their point across, even without words. When they pull themselves up to the refrigerator door, you know they're hungry!
- They gently pat their dolly or teddy bear, and it's not long until they say "night, night," too.

All along, children are becoming more independent. They can do more and more things by themselves. Toddlers' favorite words are "No," "It's mine," and "Me do it." They are so proud of what they can accomplish. That's what growing up is all about—to do things on your own.

At the same time, young children continue to rely on a trusted adult. They drift back to you for a moment, as if to catch their breath. Then they head off for a new adventure. They feel secure to explore. Within a safe and interesting environment, the messages, "I can do it," and "I am able" ring loud and clear.

Older 2-year-olds become more interested in themselves. They also are curious about families—their own and yours. Children's ideas about other people are still like clay, being molded with every new experience. They are branching out, now that they feel good about themselves. Some people call this being less self-centered or not as egocentric.

Infants and toddlers are also slowly learning to control themselves. They learn to walk in the house. They eat with a spoon. They begin to use words instead of fists or grabbing to get what they need. They learn to use the toilet all by themselves.

Sharing? Well, **the best way to teach sharing is to be generous yourself**. Have two or more of their favorite toys. Give children choices—"Would you like to play with the red cups or the shape sorter?"—so they can choose what they need. Soon, infants and toddlers begin to share. They are learning that others share with them.

Forcing young children to share usually backfires. They're less willing to share on their own. Why? They never know when something will be taken away from them—we'll make them share. So they hoard things instead.

Preschoolers

All through the early years, children continue to shape their own identities. What they think depends upon what happens.

- They decide, "I'm brave," if you stand aside, cheering them along while they climb the ladder on the slide.
- They conclude, "I'm no good," if they're constantly belittled.

Their attitudes toward others are also expanding. They are learning to view situations from the other person's perspective. Your words help them see the effects of their actions.

- You point out: "When you grab all the napkins, then there aren't enough for the other children."
- You encourage cooperation: "The two of you are so strong, you can carry that laundry basket all the way."

Older preschoolers become interested in people in the community. Trips to the firehouse, grocery shopping, or walks to see a new building under construction are fascinating adventures for preschoolers.

Self-control takes a lifetime of work for children. Preschoolers are making great strides in controlling their own behavior and in working out disputes with others. Our job is to set a few reasonable, positive rules and to help children solve their own problems. Gentle reminders may be all that are needed.

- You state what to do: "We walk in the house. Outside you can run."
- You offer good choices: "It's cold today. Do you want your red mittens or your blue mittens?"

Older preschoolers are beginning to see what's fair and what isn't. They're willing to stand up for themselves or for others.

- They feel confident: "That was mine. I had it first."
- They act on behalf of others: "Stop hitting him. Hitting hurts."

When two children get into a fight, we can help them talk it out and come up with a reasonable solution (see Resolve conflicts on page 25 for details).

Preschoolers still learn best through their senses, by *PLAYING*. They enjoy dressing up and pretending, sometimes alone, but more and more with a small group of other children. Building with blocks is another marvelous preschool learning experience.

Individual projects are always favorites—cutting and pasting, drawing with markers, cutting up apples to make sauce, loading the dishwasher. Games need to have a few simple rules (let the children set their own rules, even), and the more winners the better.

Preschoolers love to play with words. They make up their own rhymes. Many love to tell stories. Cozy into a big chair and read some fine books, such as those listed in this handbook. Make lists with children. Write their words on their paintings. Jot down notes. Make print come alive for them all through the day. Remember, the children who become the best readers are those who were read to a lot when they were young.

Five through 8 years

School-age children are still doers. As they learn to read, write, and use numbers, they are eager to use their new-found abilities in real ways.

- Older children can read to younger children.
- Older children can write down their own or younger children's stories.
- Older children can measure ingredients when you prepare food or make dough clay together (see page 36).

During the school years, children continue to learn from each other. They copy what their friends or older brothers and sisters do. Boys may refuse to play with girls. By second or third grade, best friends may want to exclude everyone else.

Encourage children to see people as individuals. You can't (and probably would not want to) force children to play with each other. You *can* set rules about how others are to be treated in your family day care home. You *can* insist that children respect each other's feelings. You can help them work through their conflicts by talking.

Most school-age children are very concerned with fairness and equal treatment—"Hey, he got more than I did." Build on these strong feelings. Help children think about how their actions affect others.

Then extend children's skills a step further. Get them to think about what to do next when something unfair happens. Ask children to role play how to handle sticky situations:

- A child is upset about being teased at school. The children could take turns acting out what they might say or do if someone teased them or their friends.
- A friend has just told a joke that makes fun of people with disabilities. Ask children to think of some ways to handle the situation.

By building on their own experiences, children are learning to counter unjust behavior and attitudes. You model and teach the skills of compassion, tolerance, and love.

School-age children's interests go beyond their neighborhood. People whose lives overlap with the children's experiences are especially interesting. Relate happenings elsewhere to their own lives.

Primary children can begin to understand the Civil Rights Movement. It helps us work against discrimination and unfair behavior. Emphasize what Martin Luther King, Jr. *DID*. "He was a brave man who led millions of people to try to stop unfairness against black people."

Our task is to support development

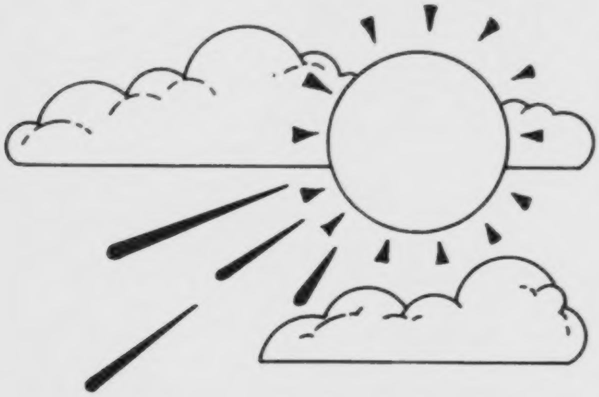
All children need adults to support them as they grow up. **The way we treat children tells them whether we value them or not. They believe what they hear.** Their self-concepts are fragile, so our trust and encouragement are essential.

Children copy our words and actions, too. They treat others the way they have been treated. If we are trustworthy, they will trust others. If we are generous, they will be generous. If we take time to listen, they will take time to listen.

Each age is different, but our role remains the same. We support children as they learn to love themselves and others.

Section V
Parents as Partners

Families are the major influence on their children. Each parent is a partner with you, the family day care provider, in helping children grow up. You are partners. Together, you want children to feel good about themselves, get along well with others, and deal with the biases they may encounter.



How you view families

Every family day care provider wants to build a trusting partnership with each child's family. Think about your attitudes toward parents. How would you answer these questions? Why do you feel that way? How might your attitude help or break down that necessary trust of each other?

- How do you feel about parents whose race, income level, age, family structure, or lifestyle is different from yours?
- How interested do you think parents who receive welfare payments are in their children?
- Are you convinced that one-parent families always have problems?
- Do you prefer to care for children of only one race or ethnic group?
- How do you feel about biracial families?
- Do you believe that English-speaking parents are smarter? Are better parents?
- What would influence your decision about caring for a child from a gay or lesbian family?
- Would you think twice before agreeing to care for a child who has a physical disability?
- Do you see yourself as an expert who can tell parents how to handle meals, naps, discipline, learning to use the toilet, or weaning from a bottle?
- How do you show respect for different childrearing methods? What do you do to try to understand new ideas?
- Why do children have frequent temper tantrums? Is it the parents' fault?
- How do you act if a parent questions something you do or don't do? Do you feel hurt and try to defend yourself?

For example, how do you handle these kinds of concerns?

— A girl who always wears a dress and does not like to play outdoors.
— A boy who refuses to paint because it is for "sissies."
— A child who often calls other children insulting names.
— A child who acts very fearful when your friend, who is of a different race, arrives for a visit.

From the first time you meet

Begin to learn about each child and family from their very first visit to your family day care program. Listen for information about their interests, values, and preferences that you can incorporate in activities with young children.

That first visit is also the time to explain your program. Give a copy of your written philosophy and policies to parents so they can read them over and refer to them often. Talk about how you care for children as you tour your family day care space.

Tell parents you are committed to an anti-bias, multicultural approach. Explain some of the strategies and activities you use. Be sure to tell parents **WHAT** you emphasize with children and **WHY** it is important. Review the values of the anti-bias, multicultural approach for all children (see Looking toward the future on page 6).

Let parents know that you encourage children to:

- ▲ Express their feelings and thoughts, including anger.
- ▲ Handle conflicts with words. Children are expected to agree on ways to solve a problem by themselves, whenever possible.
- ▲ Appreciate both similarities and differences within the group and in other people they meet.
- ▲ Stand up for what is fair and speak out against unfair behavior.
- ▲ Refuse to accept limits that others may try to place on them because of their race, gender, age, religion, or other things about them.

You can get across many of your ideas by describing or demonstrating activities that you and the children do together:

- ▲ Share a recipe for making challah (egg bread) because one of the children, who is Jewish, celebrates each Sabbath by eating this bread.
- ▲ Hang up a mural of the children's handprints (using a variety of skin-tone paint colors).
- ▲ Show a simple puzzle showing a multiethnic group of children.

Create ways to show parents how you treat children. You might want to have felt tip markers and plain paper handy. Encourage the visiting child to use them. Naturally talk with the child, making comments about artwork without judging it.

- "Maia, you drew l-o-n-g lines."
- "You picked both the brown and yellow markers, Tony."

You're modeling how you respect children!

Parents of infants typically choose family day care. Although babies will not take part in these activities yet, it is helpful for parents to know what they can expect as their babies grow. Mention how much information babies pick up by watching other children as well as through exploring on their own.

Ask about the parents' expectations and concerns. Find out what they want in a family day care home. If they ask questions about topics such as temper tantrums, grabbing toys, hitting, name calling, or sharing, explain your approach. Emphasize that you will step in when necessary to stop one child from physically or verbally hurting another child, but you will also help children try to resolve their own problems. Gear your response to the age of the visiting child.

If you are talking to a family whose child has a disability, ask for instructions about how to care for their child. You may want to get additional help from a public health nurse or other expert.

For families who speak little English, try to have someone to interpret your conversation. Before the visit, be sure to ask the parents for permission to have an interpreter.

Sharing day to day

After a family is enrolled, keep on talking together every day. Reassure parents that you will respect their privacy, but that you want to get to know the family better. Explain that what you learn makes it possible for you to maintain or follow up on what's going on at home. It also helps you find ways to help the children get to know each other better.

Ask questions. Questions you might ask families during your conversations include:

- What holidays are celebrated at home?
- What languages are spoken at home?
- How do parents refer to their cultural group(s)? (for example, Afro-American, Asian, black, biracial, Hispanic, Latino, white)
- How are daily routines such as naps, meals, and bedtime handled?
- How are behavioral limits set at home?
- How do you usually comfort your children when they are upset?

- What are your child's favorite foods, toys, activities, books, and television programs?
- What are your child's fears?
- How is your baby usually carried?
- What are your child's eating habits?

Keep a daily log. You might want to jot down a few phrases in a notebook for parents to read when they pick up their children. Here are some ideas of what to write:

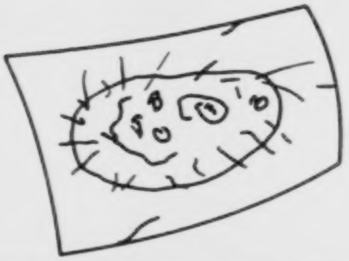
- A few of the child's favorite activities or toys.
- The name of a tape they played.
- The title and author of a book you read.
- Some of the children's comments.
- Significant events such as a child who is moving, is ill, or has a new sibling.
- Specific comments about daily accomplishments: "LaToya climbed to the highest bar today." "Sam completed the doctor puzzle all by himself." "Suki felt very proud when she threw the ball all the way to the end of the yard."

Hang up a bulletin board. Parents will appreciate an easy way to find out what's happening. Share this type of information on a bulletin board:

- Snack and lunch menus.
- Community events schedules for festivals, concerts, and classes.
- Family recipes prepared with the children.
- A list of save-at-home craft supplies.
- Articles of interest (with extra copies to lend).
- Community election information (voter registration, candidate forums).
- Information about child care public policy issues.

Make photographs. Take pictures of children as they play. Display your photos along with captions made up by the children. Every few months, send some prints home for each family to keep.

Put together a photo album as a permanent record of life in your family day care home. Be sure to include a picture of each of the children at home with their families.



Keep children's art. Keep a scrapbook of children's art samples. Write comments with each one:

- "Jan drew big circles."
- "Damien made many zigzag lines."
- "Renalda painted thick brown stripes and red dots."

Better yet, ask children to describe their work in their own words for you to write.

Hold social events. Plan an informal get-together such as a pot luck dinner or a picnic. Ask each family to bring a traditional dish. This is a good time for each child to see other children's families, for everyone to get to know each other better, and for extended family members (other children or grandparents, for example) to participate. Parents from other countries may need you to explain what you mean by *pot luck*.

Set up informal discussion groups. Join with other family day care providers. Invite your parents to meet with a guest speaker on topics such as health or discipline. Their questions and concerns will bring out different views. Anti-bias, multicultural topics such as racial awareness, dealing with sexism, moving beyond traditional holiday celebrations, or answering children's questions about people with disabilities may come up at any time.

Schedule parent visits. Ask parents if they have special skills or interests they would be willing to share with the entire group. Plan an activity such as these with parents for them to do during a scheduled visit:

- Cook a traditional family dish.
- Teach a song in a language other than English.
- Show family photos that include some from their country of birth.

- Model traditional clothes from their cultures.
- Describe jobs they have.
- Read a story that takes place in a country other than the United States.
- Demonstrate a craft, instrument, or dance. Allow the children to participate at their own levels of ability and interest.

You can also find many ways to help children learn about people who have disabilities:

- The parent of a child who has a physical disability can supervise the children as they try out equipment such as leg braces or crutches. Their answers to children's questions will give children a better understanding of the child's life away from family day care.
- The parent of a child who is hearing impaired can teach a few words in sign language or cueing. Let the children examine a hearing aid when its function is described.

Ask for help at home. Parents can probably assist you with your multicultural, anti-bias program in their own homes. Ask them to:

- Prepare a snack.
- Make puppets with different skin shades.
- Sew dress-up clothes.
- Construct a scooterboard or toy shelves.
- Write the children's names in the family's native language.
- Make a tape of music the family likes.

Be sure to let the parents and children know that each contribution is important.

Schedule conferences. Plan a time to meet with each family, without any distractions. Try to offer a range of days and times for appointments.

During your conference, talk about how things are going with the children. Use specific examples to tell how the children have grown. Emphasize the goals of your anti-bias approach in each example:

- "Hannah is now able to tell me when she feels mad."
- "Marcus told Lakshi that he felt hurt when she called him a name."
- "Aaron has stopped saying 'sissy' to boys who play with dolls."
- "Mee Yung comfortably answers the children's questions about her leg braces."

Encourage parents to ask questions. Listen when they state concerns or bring up their frustrations. Let them know that you are trying to understand their viewpoints.

If you describe any difficulty a child is having, be sure to talk about what you can do together. Be sure parents leave with specific ideas about ways to help their child.

Handle conflict wisely. Your respect for and tolerance of differences among people will be called upon every time a conflict arises between you and a parent.

Many conflicts can be prevented if you clearly inform parents—in writing and through discussion—about your anti-bias, multicultural approach during your initial interview (see From the first time you meet, page 14).

Conflicts can also be prevented if you talk informally every day. Then parents will be familiar with your day-to-day program and philosophy. They will be alert to questions that might come up because a particular book was read aloud. They will know how you handled a name-calling incident between two children. The give-and-take of these conversations builds trust in the parent-provider partnership. Parents know they can talk to you about any problems.

Nevertheless, conflicts may come up because a parent:

- Is upset about an anatomically correct doll or your use of accurate terms for all body parts.
- Berates his son at pickup time when he finds him wheeling a doll in a carriage.
- Criticizes you for allowing her daughter's dress to get dirty (with paint or mud) and asks that you keep her out of such messy activities.
- Uses a racial insult when you express concern about a name-calling incident between his child, who is Caucasian, and another child who is African American.

- Tells you it is OK to spank her child if she hits another child.
- Is afraid that her daughter is showing too much interest in climbing activities and would prefer that she engage in more "ladylike" tasks.
- Feels uncomfortable when he hears you talk with the children about differences in skin tones and says you should not bring this up.
- Allows her son to bring a toy gun from home each day.

When conflicts such as these come up, listen carefully to the parents' viewpoints. Ask them to explain why they disagree with you or how they handle a particular situation at home.

Then explain your own view by saying, "I am concerned because . . . " or "I feel uncomfortable when. . . ." These types of statements let parents know how you feel, but they do not state that everyone should feel as you do.

On the other hand, you must stand up for what you believe is best for children. You can refer back to your written philosophy, policies, and approach as you and the parent talk:

- You encourage all children to play with dolls. This is one way for each child to experience what it is like to be a caring parent.
- You prefer that children wear casual clothes. Then they are free to explore learning materials such as paint, mud, and paste. Children learn about ideas such as color, texture, and weight from these messy activities. Materials that can be handled in so many ways allow children to use their imaginations.

Try to find a solution that both of you can be comfortable with and that will keep as much continuity between home and family day care as possible.

A solution may not be found right away. However, at least you and the parent will deal with the problem together. Arrange a time to talk further or to agree upon a temporary approach that will be comfortable for both of you. Try to stay good humored and patient as you work through these important differences.

Thinking questions

- When I was growing up, did I agree with my parents' views about race, ethnicity, gender, and ableness?
- Do I encourage active activities for boys while praising girls for their academic achievements?
- How do I feel about working families?
- Have I ever wished my own child was a different sex? Why?

Section VI
Your Family Day Care Environment

Family day care with an anti-bias, multicultural approach has its own warm, caring look and feel. Parents and children alike will notice that your family day care environment sends these key messages to children:

- I am important.
- My family is valuable.
- My heritage is important.
- I am a welcome member of this group.
- I can express my feelings and ideas.
- I can feel safe when I try new things.
- I am competent.
- I can get help when I need it.
- I am treated fairly.

Anti-bias attitudes and appreciation of different cultures gives children greater skills to figure out just who they are. Children learn to relate to and respect others. As a result, they are free to follow many possible paths as they grow.

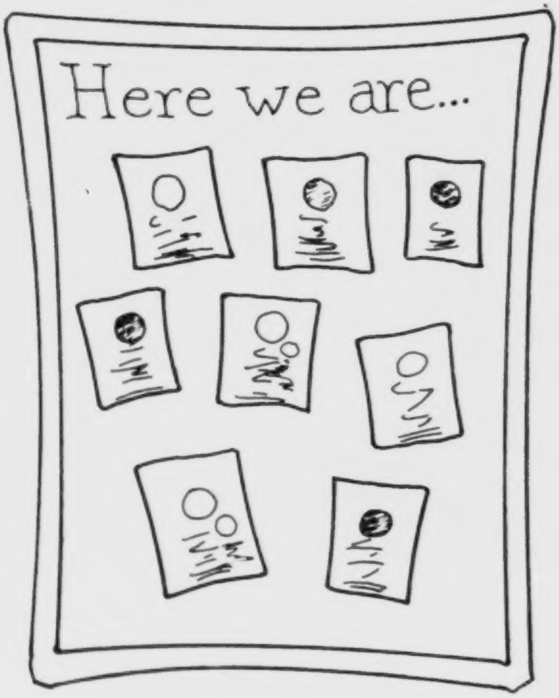
There are many ways to create this type of environment. One way is to choose play materials and equipment that support your key messages. Books, videos, puzzles, and games all contain messages.

Look at the toys you have on hand—those out for the children or stored in your closets—with your goals for children in mind. Do you pick up stereotypes or other signs that take away from your key messages?

Keep in mind that children learn from what is **MISSING** as well as from what is there. For example, all of the storybooks might picture only Caucasian characters or only families with mother, father, and children. Some children may get the idea there is only one "good" way to be.

Each time you choose new materials, carefully check them for messages—hidden or obvious. Be creative about where to find items. Yard sales might be a rich resource. Many companies now stock more of these materials (see the list of companies on page 123).

Here are some ideas to help you find ways to include your key messages in all of the hands-on parts of your program.



Display items

Pictures are all around! You probably have a room, a wall, or even a door in your home where photographs, pictures, and posters get lots of attention. Pictures can be taped or glued to shelves to show children where the toys or dress-up clothes go. Make your own photograph books with sturdy paper, covered with clear adhesive paper to protect them.

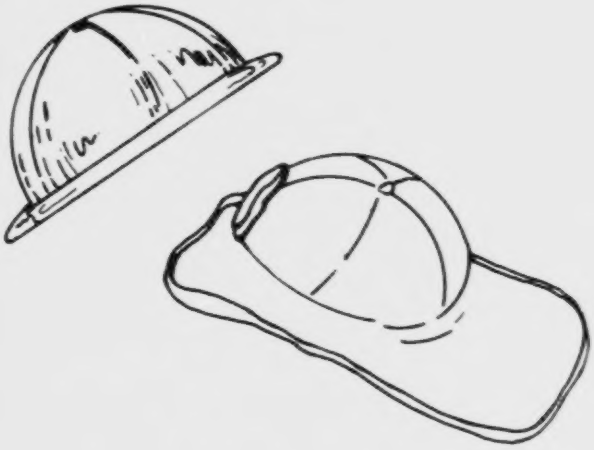
Pictures are a great way to introduce children to people of various cultures. When children see family groups or their homes, a budding friendship forms. New faces and new foods become familiar.

Themes, such as community workers, take on new life through pictures. We rely on so many workers to keep us safe and happy: librarians, telephone installers, carpenters, mechanics.

All items you display should reflect the cultures of the children in your group as well as non-biased attitudes in general. They should depict:

- **A balance of males and females.** Show men and women doing tasks at home, at work in many different jobs, and at play. For example, be sure your pictures show both women and men who hug or bathe a child, are doctors, firefighters, factory workers, or plumbers, and play games with children.
- **Children and adults from many racial and ethnic groups.** Show people doing similar things. They might ride bicycles, buy groceries, or read books.
- **People wearing a variety of clothing from different cultures.** Watch that pictures show clothes people wear every day, as well as what they dress up in for special occasions. How rare it is for any of us to wear ball gowns or tuxedos!
- **Different hair textures, skin shades, and facial features.** Photos are better for this purpose than drawings. Artists often exaggerate how people look.
- **People of all ages, including older people.** Include older people who are both active and less able, and all ages together.
- **Different kinds of families.** Choose a variety of two-parent, stepparent, single-parent, grandparents as primary caregivers, interracial, gay, or lesbian families.
- **Adults with physical disabilities in many settings.** Show parents, teachers, and other workers with disabilities. Find photos of adults and children (some with visible disabilities, others without) doing everyday activities such as getting into a lift-equipped van, entering a building, or playing.
- **Famous people from different cultural groups and/or with disabilities.** News or sports magazines may be a good source.
- **Photographs of the children in your group and their families.** Ask new children to bring a picture of them with their family on their first day. Update your gallery with new school pictures and regular snapshots.

Watch your picture collection grow. Search in flyers that come in the mail. Page through magazines and catalogs. Calendars have great photos—ask parents to save their old ones for you. Frame each shot with construction paper. Soon you'll have enough to change pictures often, or to exchange with other providers.



Dramatic play

Young children love to act out family, travel, store, or work scenes. They play anywhere—the kitchen, nursery, play area, or backyard. Help children dress up in front of a full-length mirror. See how they fix a meal with a play stove, refrigerator, and sink. Join the campers in their tent under a table.

This type of play should be encouraged for many reasons. When children take part in dramatic play, they learn to:

- Express feelings
- Compromise
- Solve problems
- Make decisions
- Try out new roles
- Talk with each other
- Take turns
- Experiment
- Practice roles they know

Children watch people—you, their parents, other children, whoever they see. Pretty soon, they realize there is more than one way to view a situation. They test out new ideas among friends.

The props you provide set the stage for their play. If you want to stress a theme, perhaps fire safety, choose related props.

You could give children the chance to set up their own fire station. Rubber raincoats, boots, pieces of hose, toy fire trucks, fire hats, a telephone, and a bell are plenty to get them started.

As the children play, emphasize that all children can be firefighters when they grow up. Encourage the children to listen to each other's ideas about how to put out the fire. If children are interested, help them learn the number to call to report a fire.

Sometimes you might need to get involved to keep the children's play moving along or even to generate their interest.

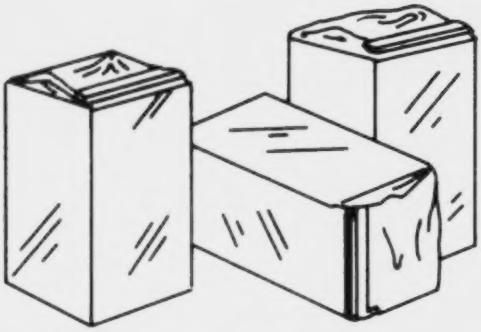
Are some children just bystanders? You might join in the play by calling on a toy phone to ask for more firefighters. (See Community Workers in the Activity section for more dramatic play themes and prop box ideas.) The bystanders will soon be rushing to the fire.

The wider the variety of props, the more possibilities for children's play. Children can try out ways people eat, dress, play, get around, care for children, and work at a variety of occupations. Children may need to be told about some possible uses for any new props.

Definitely include items from each of the cultures represented in YOUR group and community. Ask parents to donate or lend cooking utensils, dress-up clothes, and food packages specific to their cultures.

Yard sales are a good source for new props, too. Pool resources with other providers to expand your collections.

Before long, you'll have more props than children can use at one time. You'll want to put out just a few props in the children's play area. Store the others in marked cartons. Rotate them every few days to keep children's interest at a peak.



Blocks

Wooden unit blocks, hollow wood blocks, cardboard blocks, or sturdy blocks homemade from milk cartons provide many hours of play. Blocks are expensive, but with a bit of care they last forever. Children learn all kinds of things from blocks, too, so your investment is well worth it.

Children need space to build. Plain floors are fine. Carpet keeps the noise down, but pick a kind with a very tight surface so blocks stay upright. Choose an area near the dramatic play props, but out of the way of traffic. You'll find the two areas mix nicely for many types of play.

You might add these block-play props:

- Multiethnic wooden figures of several family members and workers

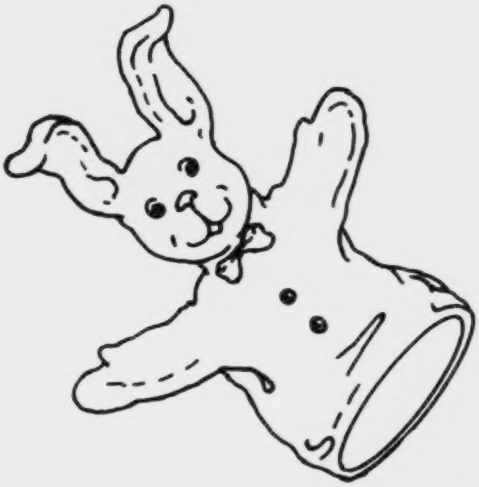
These are some props for dramatic play you may want to gather

a tortilla press (make real tortillas, too)
coins from other countries
baskets
chopsticks
ties
gourds
small flags
fans
jewelry
eyeglasses (with lenses removed)
washable fabric to create clothes and hats
magazines printed in different languages
wok
toolbox
veils
crutches
canes
uniforms
work shirt
briefcase
small suitcase or tote bag
cardboard cartons to decorate

- Toy vehicles such as a car, truck, sled, bulldozer, bicycle, ambulance, wagon, tractor, motorcycle, or bus
- Traffic signs, paper, markers
- Small animal figures

In the block area, you could post photographs of:

- Female as well as male construction workers
- Different kinds of buildings
- Outdoor scenes from farms, forests, deserts, villages, suburbs, and cities of different countries



Dolls and puppets

Dolls, puppets, and related props are part of every family day care program. Choose both boy and girl dolls whose bodies look like real children. Make sure your dolls really represent different ethnic groups. Round out your collection with puppets who have different skin shades, clothing styles, and abilities.

Doll props might include a high chair, stroller, crib, and cradle. A back carrier, doll clothes, eyeglasses, mats for sleeping, and clothes for swaddling are good accessories.

Puppets are fun to use any time. Talk to a child. Tell a story. Sing a song. School-age children may have grand ideas. Encourage them to write their own script. Provide cardboard boxes or a table on its side for a stage. Let their imaginations go to work on the curtains, the set, and the costumes. Use books or pictures to find out what types of clothing, houses, or trees are common in the area where the play takes place.

Art supplies

Most paints and crayons provide a tiny range of skin or hair colors for the people children draw. Search for several shades of black and brown crayons, felt tip markers, paints, and paper.

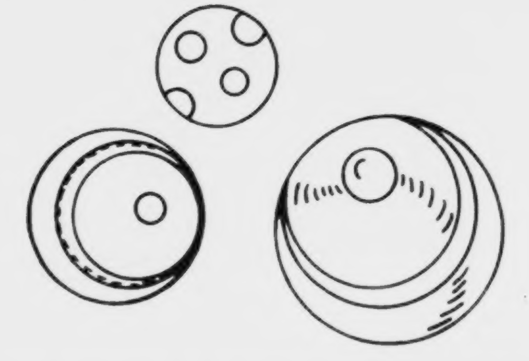
Dilute food colors with a bit of water. Give children eye droppers and see what fun they have mixing their own colors. You and the children can make your own dough clay (see recipe, page 36). Make it whatever color you want.

Children like to sort, compare, match, and contrast colors. Use paint store samples for an economical selection. Collect wallpaper, floor covering, or fabric sample books.

It's a good idea to display two types of artwork:

- ▲ Creations made by the children in your group from various cultures. Each drawing or painting should be the child's own, from start to finish.
- ▲ A few prints or samples of artwork done by a variety of artists. Not to copy, just to enjoy.

These displays help children appreciate the wide variety of styles and materials used by artists all over the world.

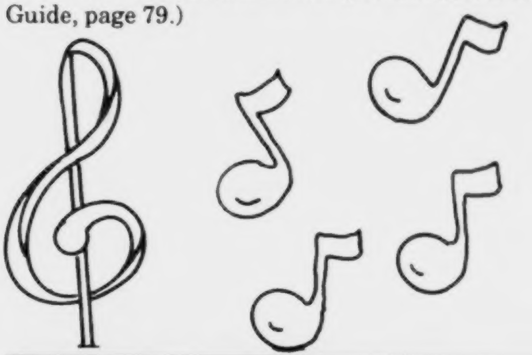


Toys, games, and puzzles

Toys such as LEGOs™, Bristle Blocks™, Tinker Toys™, pegboards, table blocks, riding toys, and balls are for ALL children. Encourage girls and boys to try out all of the toys. Keep small parts away from babies and toddlers.

Check lotto games, dominoes, card games, and board games. Watch for stereotypes or demeaning images: old maids or Indian chiefs with tomahawks, for instance. You may be able to substitute cards or paste new pictures over the old ones. Throw away the others.

Puzzles, too, should be nonracist and nonsexist. Make or buy puzzles that show people with physical disabilities, people of different ages, and men and women in nontraditional roles (see the Resource Guide, page 79.)

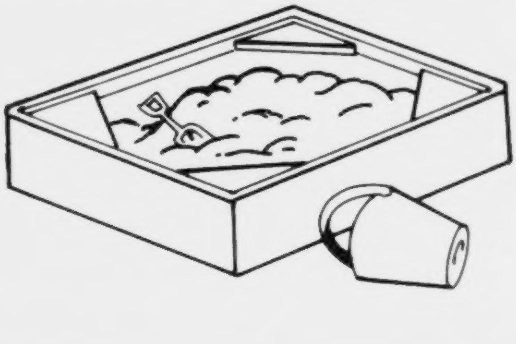


Music

Play different kinds of music from countries all over the world. Children can listen, dance, or sing. Seek out the words to songs in many languages, including sign. Parents may enjoy teaching some of their traditional childhood favorites to your group.

You and the children can construct instruments from many cultures (see Instruments, page 37). Borrow instruments from parents or friends. Demonstrate and perhaps allow children to try them.

Music is one area where TV can be valuable. Read listings to find musical performances—at no cost—from many parts of the world. Children can watch and listen as long as they are interested.



Outdoor play area

Indoors or out, encourage girls and boys alike to use the balls, jump ropes, hoops, scooterboards, tricycles, and climbing equipment. **Make sure children wear play clothes that won't get tangled during active play.**

Praise children—girls and boys—for what they try and what they do when they climb up high, swing, throw balls, or pull wagons.

- "You were really steady to balance on the beam."
- "What strong muscles it takes to pull yourself up."
- "Your ball went round and round, on its way to Alicia."

Books

Use the "10 Quick Ways to Analyze Children's Books for Racism and Sexism" (page 24) as your guide. Take a close look at every book for children. Keep these points in mind when you visit your library or buy a new book.

The Annotated Bibliography of Children's Literature in this book offers many suggestions. You can purchase a few of the children's favorite books. Borrow others from the library to keep your selection varied. Talk with the librarian about your recommendations for new purchases.

10 Quick Ways to Analyze Children's Books for Racism and Sexism

1. Check the illustrations

Look for stereotypes. While you may not always find blatant stereotypes, look for variations which demean or ridicule characters because of their race or sex.

Look for tokenism. If there are racial minority characters, do they look just like whites except for being tinted or colored in?

Who's doing what? Do the illustrations depict minorities or females in leadership and action roles?

2. Check the story line

Standard for success. Is "making it" in the dominant white society projected as the only ideal? In friendships between white and non-white children, is it the child of color who does most of the understanding and forgiving?

Resolution of problems. How are problems presented, conceived, and resolved in the story? Are minority people considered to be "the problem"?

Role of women. Are the achievements of girls and women based on their own initiative and intelligence? Could the same story be told if the sex roles were reversed?

3. Look at the lifestyles

Are minority persons and their setting depicted in such a way that they contrast unfavorably with white middle-class suburbia? If the illustrations and text attempt to depict another culture, do they go beyond oversimplifications and offer genuine insights into another lifestyle? Watch for the "quaint-natives-in-costume" syndrome.

4. Weigh the relationships between people

Do white males possess the power, take the leadership, and make the important decisions? How are family relationships depicted?

5. Note the heroes

Minority groups today are insisting on the right to define their own heroes (of both sexes) based on their own concepts and struggles for justice. Ask this question: "Whose interest is a particular hero really serving?"

6. Consider the effects on a child's self-image

Are norms established which limit any child's aspirations and self-concept? Is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

7. Consider the author's or illustrator's background

What qualifies the author or illustrator to deal with the subject?

8. Check out the author's perspective

Read carefully to determine whether the author's perspective substantially weakens or strengthens the value of his/her written work.

9. Watch for loaded words

A word is loaded when it has insulting overtones. Examples of loaded adjectives are "savage," "primitive," "lazy," and "backward." Look for sexist language and adjectives that exclude or ridicule women.

10. Look at the copyright date

Not until the early 1970s has the children's book world begun to even remotely reflect the realities of a multiracial society. Nonsexist books, with rare exceptions, were not published before 1973. A recent copyright date, of course, is no guarantee of a book's relevance or sensitivity.

Adapted by permission from The Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. Copies of the complete pamphlet are available: 10 for $2.95 (prepaid) from CIBC.

Section VII
Strategies to Use With Children

You've set a challenge for yourself. You're committed to an anti-bias, multicultural approach for your program. These suggestions will help you practice what you know is best for children.

Expect cooperation

When we compare children, we invite them to compete against each other. To promote cooperation, be specific when you recognize a child's accomplishments. Avoid comments that set children up against each other.

When you praise, draw attention to the child's act or feeling, rather than your own opinion.

Responses that promote cooperation	Responses that promote competition
"Ari, you comforted Louisa with your hug."	"Ari, you're such a wonderful person."
"Let's put all the toys away."	"Who can put the most toys back on the shelf?"
"Look at the many shades of red Kim mixed with the paints."	"Kim is a great painter. I really like what you did."
"Maria, you were so thoughtful to help Ted pick up his crutches."	"Maria, you are the best helper I know!"

Resolve conflicts democratically

When children get into a fight, most adults quickly jump in. They decide who's wrong and who's right. They pick the solutions. They set the punishment. But this takes away any possibility for children

1) to figure out how to solve their own problems, and
2) to be responsible for their own behavior.

In an anti-bias, multicultural program, we want children to think. We want them to take charge of their own behavior. Young children can learn to stand up for themselves. They can talk through their differences with others. They can reach agreements. They will use these skills all their lives.

Children aren't just left to their own devices, of course. You protect them from hurting themselves and others. You teach children how to resolve conflicts democratically. They use words instead of force. Children become able to solve problems on their own and in a way that is fair for everyone.

With infants and toddlers. Infants and toddlers are just learning how to get along together. They may not have the words to express how they feel. Yet there are many ways you help very young children learn to use their own power to solve problems. You can help set the stage for later problem-solving with these strategies:

- Offer a choice, whenever possible: "Would you like to wear the red smock or the black one?"
- Talk about their feelings and how they can express them: "You look angry. You can use your words and say to Matt: 'I'm mad. You took my book'."
- Suggest an alternative for them to try if they are not sure what to do: "How can you both get a turn with the ball? Would one of you like this pink one instead?"
- Point out the effects of their actions: "You mixed red and yellow. Now you can fingerpaint with orange."

When children get what they need, they are more likely to feel generous toward others. They share because they want to. They will carry this sense of justice with them as they grow. This is why democratic conflict resolution is a centerpiece of an anti-bias program.

With children age 3 and older. By about the age of 3, children are mature enough for you to guide them through the whole democratic conflict resolution process. New children who come to your program may need to be introduced to this method. Here's how it works for older children.

If you see that children are unable to come to an agreement by themselves, or the situation is getting out of hand, you step in and say: "You seem to have a problem."

Then all people involved will follow four steps to reach a solution.

Step	**Action**
1. "Tell us what happened."	Allow each child to explain the problem.
2. Summarize.	Summarize what they say. Include each child's point of view.
3. "What could you do about this problem?"	Ask children for possible solutions. Consider all possibilities. You may say, "I wonder if there is another way to handle this problem," but don't suggest any solution.
4. Help the children choose a solution.	Do not give any hint of what you think they should do—it is their decision.

Make sure the children follow through on what they decided. If that doesn't work, go back to step 3 and help them choose another solution.

This approach will take a while, especially at first. As children practice with your help, they will learn how to do it for themselves. They will remind others to "Use your words." They'll ask, "What seems to be the problem here?" They will like the results so much they will suggest their families use it. It works for everybody, even adults!

Democratic conflict resolution helps children learn to be respectful and tolerant of other people. At the same time, it teaches them to be in touch with their own wishes, to take responsibility, and to negotiate to get their needs met in ways that respect others.

Respect children's identities

When one child rejects another on the basis of identity, it is important to intervene immediately.

These examples show how to do this within the framework of an anti-bias, multicultural program:

- One child calls another child a mean name. You say, "Her feelings were hurt when you said that. Names are not for hurting. How can you help her feel better?"
- One child giggles when another child speaks Spanish. You say, "Sometimes we feel uncomfortable when we hear something new. We giggle. But laughing at how Lana speaks hurts her feelings. We are kind to each other here."

Don't reject the child who teases or uses a derogatory name, but make it clear that the behavior is unacceptable. At the same time, you must support the child who is rejected. For example, ask her how she feels about what was said and help her to express her feelings.

> Help children think of their own alternatives, using the democratic conflict resolution process whenever possible.

Sometimes, one child rejects another child for some other reason. Try to find out what the conflict is really about. Depending upon the child's maturity, suggest another way to deal with it. Help children think of their own alternatives, using the democratic conflict resolution process whenever possible.

Teach fairness

Young children's experiences are limited. They need more information to know the difference between truth and stereotypes. Point out a stereotype and show how it is unfair:

- At Thanksgiving, greeting cards, posters, and napkins show turkeys dressed up as "Indians" or children dancing in "Indian headdresses." Show some of these pictures to the children. Explain this is not the way Native Americans look or act. Compare the drawings to photographs of living Native Americans. Ask children to talk about how each person pictured is an individual.
- Older preschoolers can understand a simple explanation of why Native Americans may not necessarily celebrate Thanksgiving (see Celebrate Nontraditional Holidays, page 60).

Stereotypes are all around. Correct misconceptions as they come up in children's conversations, during play, or as you read stories. Here are some examples of how to respond in ways that help children feel good about themselves:

- A boy is pulling a wagon filled with blocks. When a girl tries to help, he says, "You can't pull this load. You're a girl." You might say, "It takes strong muscles to pull that wagon. Kira has strong muscles. She's strong enough to pull it, too."
- After reading a biased story, you could say, "The boys got all the turns to play while the girls watched. What do you think of that? What might be a better way?"
- A child calls Ann, a child with cerebral palsy, a baby. You could say, "You know, Ann is 4 years old. Her arms are not strong enough for her to feed herself. That is why she needs help in order to eat."

Older preschoolers will enjoy listening to stories about people in real life who have stood up against what was unfair to them. Tell about people such as:

- Rosa Parks, a black woman who refused to sit at the back of a bus just because of the color of her skin.
- Ryan White, a boy who tried hard to go to school even though he had a disease called AIDS.

Try to figure out what each child is really asking.

Directly answer questions

Children ask lots of questions. Before you answer, consider each child's development. Think about what the child knows and has experienced. Try to figure out what each child is really asking or is concerned about. Most children ask questions to:

- Get new information to make sense of the world
- Verify information
- Figure out how things affect them
- Seek reassurance about their worries or fears

These are the kinds of responses that help everyone learn and feel comfortable about the question and the answer.

- "Why is Carl in a wheelchair?" Say, "He uses a wheelchair to move around. His legs are not strong enough to walk" (Derman-Sparks, Gutiérriez, & Phillips, 1989).
- "Will the color of Margot's skin come off when she takes a bath?" You could say, "The color of skin always stays the same, even with washing."

When a question like this is asked, plan an activity to demonstrate your response in a concrete way (see Washing dolls on page 37).

- "Why does Ana have dark brown skin?" Say, "People are born with different skin colors." Older preschoolers will understand a simple explanation. Say, "Everyone has a chemical in our skin called melanin. If you have a lot of melanin, your skin is darker. If you only have a little, your skin is lighter" (Derman-Sparks, Gutiérriez, & Phillips, 1989).

- "Why are Kali's eyes straight?" You might say, "Kali has beautiful Korean eyes. In Korea, where she was born, almost everybody has Korean eyes, just like Kali."

Sometimes, after you explain, you may want to check how well children understood. Ask children to tell you about it in their own words. Be ready to answer the same basic question several times. It takes a while to absorb the information.

Do not put off children's questions by saying, "It's not nice to ask that," or "Color is not important. We're all people." These responses deny that children notice and are curious about differences. They also send the message that it is not OK to talk about differences.

You may not always have a suitable answer. There will be times when you need more information. Then, you might say, "That's a good question. I need to think about it. We'll talk later." Check out your facts or think through the best way to handle the question. Be sure to get back to each child with your response.

Encourage pride

We want all children to feel proud of who they are. At the same time, we must be careful that they do not get the idea that they are superior to others. They need accurate information about culture and race. Then they will see how each person can be proud of who she or he is.

Set a tone that says it's OK to talk about people's differences and likenesses. Talk in positive ways about physical differences such as skin color, gender anatomy, eye color and shape, and hair texture. Do this as children bring up the idea, or as you read a book or notice differences yourself. You may say:

- "Thelma's hair is very curly. Jacob's hair is very straight. My hair is a little curly, too. Everyone's hair is different."
- "It looks like you're curious about how Jared's hair feels. Could you ask him if you can touch it?"
- "Anita's skin is dark brown. My skin is light brown. But people call us both black. San's skin is tan, but we call him white."

If children are old enough to make drawings of people, suggest that they draw self-portraits. Provide a mirror so that everyone can closely look at themselves. Point out features that you see. Be sure that several shades of black and brown crayons, pencils, or markers are available for the children to use. Plan additional activities such as those in Appreciating Likenesses and Differences (pages 34-37).

Point out different ways people look, celebrate holidays, dress, and speak by thinking about each child's family. Provide many opportunities for children to share something they learned at home, such as a song, story, rhyme, recipe, book, or record.

If possible, have parents visit. Ask them to share activities specific to their families' cultures. When you introduce the parent, tell children that people do many similar things. We do them in different ways. All of the ways are equally valuable.

Some family day care homes have children all of the same race. You can help children find similarities and differences among themselves and their families. Pictures, books, and other play materials also build children's level of comfort with differences. This is how you begin to build awareness of and respect for people they see in their community and on television.

Teach anti-bias responses

Opportunities to prevent prejudice come up every day in family day care. Louise Derman-Sparks (1989) tells us:

> For children to feel good and confident about themselves, they need to be able to say, "That's not fair," or "I don't like that," if they are the target of discrimination. For children to develop empathy and respect for diversity, they need to be able to say, "I don't like what you're doing" to a child who is abusing another child. If we teach children to recognize injustice, then we must also teach them that people can create positive change by working together. (p. 77)

Use everyday happenings to show children that their needs and those of other people are to be respected. Here are some sample responses:

- "Show Max how you would like him to push your swing. He likes to swing high.

You like to swing low. If you push the swing gently, you can show him how you like to be pushed."

- "Anno needs some time to herself right now. She'll probably be ready to play with us in a little while."
- "We'll wait a few more minutes before we leave for our walk, because Fabiola needs to sleep a little longer."
- "Do you see that those words hurt Jason's feelings? What can we say to take good care of Jason, just like we take good care of you?"

> Children need to feel strong enough—to feel empowered—to change a situation that is harming them in some way.

Children need to feel strong enough—to feel empowered—to change a situation that is harming them in some way. Help them practice what they might do, so they'll be prepared.

One of the best ways to bring up the topic is with stories, because then no child in the group is singled out. Read a book about a child who feels left out, such as *Crow Boy.* Or tell a story with the flannel board. Or make up a story with puppets.

Ask the children how they think the child in the story feels. What could he or she do to express those feelings? Several books listed in the Annotated Bibliography of Children's Literature are good starting points to talk about unfair treatment.

Older children can role play or use puppets. Set up a situation that might happen. Ask them to show what they could do next. How do the solutions make it fair for everyone? Or ask children to help you make up a story. Write their story on paper so they can read it again or add pictures later.

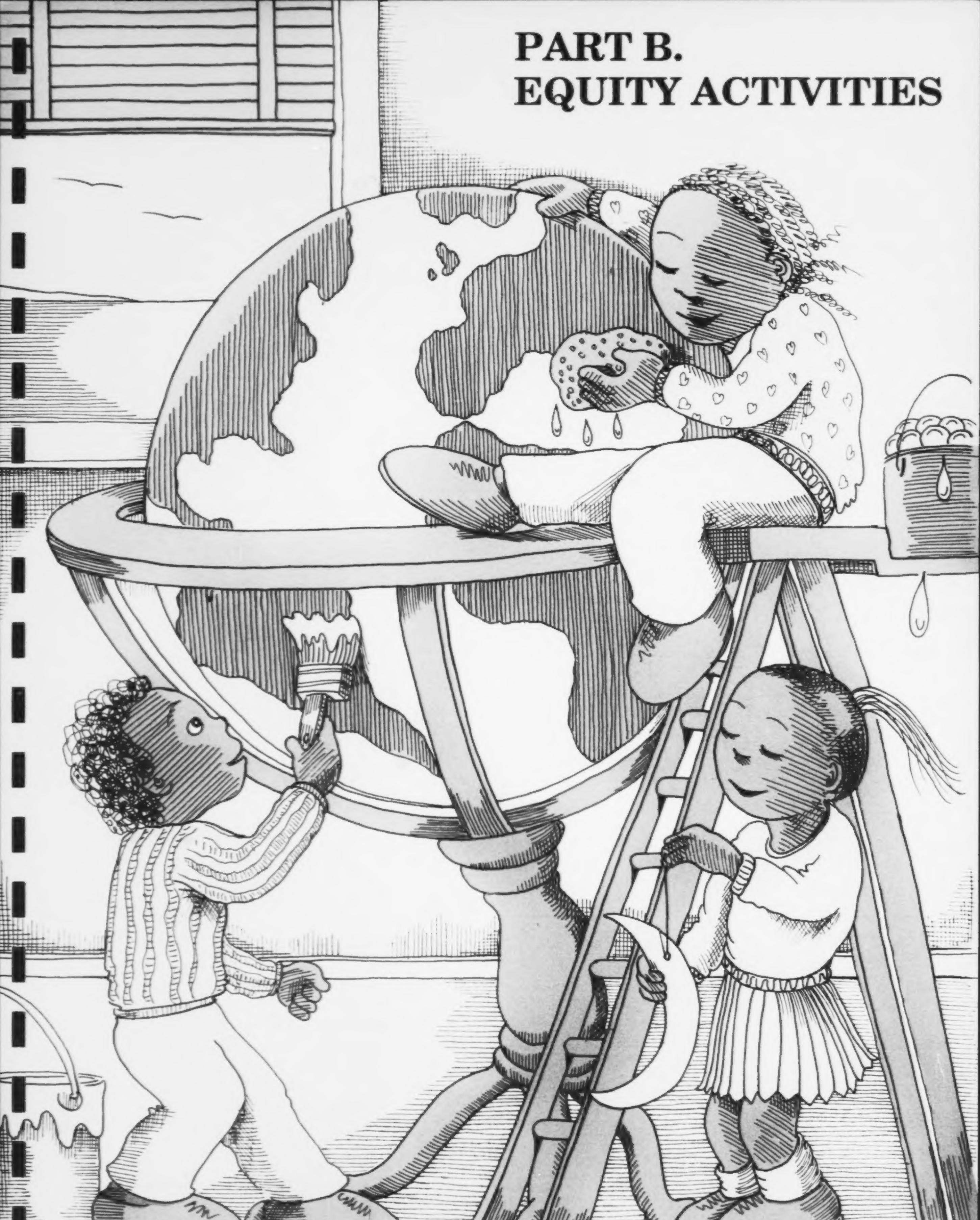
Use real-life incidents and stories to reaffirm that all children's feelings are valid. They need to know they have the right to express how they feel. It's OK to be angry. Every person deserves to be treated fairly.

Thinking questions

- What kind of role model am I for children?
- Do I always show positive attitudes toward people who are different?
- How do I feel about being friends or neighbors with people who have physical or mental disabilities?
- What experiences have I had with people from different communities and cultures? How did I feel about these experiences?

- NOTES -

PART B.
EQUITY ACTIVITIES



Section I
Anti-Bias, Multicultural Activities

Before children can understand other people, they must feel good about themselves. They need to know what they can do with their bodies and with their feelings. These are critical learning tasks of early childhood.

Children learn through their five senses—smell, taste, sight, touch, and hearing. Babies and young toddlers put things in their mouths. They handle the same toy over and over. They love to hear your voice as you read stories, recite nursery rhymes, sing songs. Children want to explore **everything** in their environment.

Because young children learn through their senses, it follows that they learn the most through hands-on activities. Each experience in their day allows them to add new information. They try to see how this new information fits in with what they already know.

Match children with activities

All adults—family day care providers, parents, other teachers—choose toys and activities to match children's interests and development. Early childhood professionals have two words for this match: *developmental appropriateness.*

What is developmental appropriateness?

By now, you are probably wondering what kinds of anti-bias, multicultural activities can be used with young children. You may have questions about when children are old enough to really understand Martin Luther King, Jr., for instance.

You've probably already found that age ranges—such as those listed on children's toys or activity books—are not really much of a guide. Each child is so different. Josh, who is 3, uses language more like 2-year-olds, but he already has the physical skills of most 4-year-olds. It's up to you to make the decision about the best match for each child.

How can you tell what activities are appropriate? Watch how each child plays with you, the toys, and the other children. Most family day care homes include children of different ages and developmental levels. Even when children are the same age, they have different interests and ranges of skills.

Every day, you match each child to what's going on in your family day care. Some children might get really involved and do all the actions to "The Wheels on the Bus" while they sing loudly. Others will sing a few words. One or two children might do a few of the actions. Still others sit in awe, watching all the commotion. That's *developmental appropriateness.*

The same process applies to the anti-bias, multicultural approach. Studying "Children of Many Lands" certainly wouldn't mean much to toddlers. But if one of the parents in your day care home grew up in another country, the children could learn about that country.

How? The parent could visit your home. Using language children understand, she could talk about pictures of family life in that country. She might teach a simple song in her native language. Or the children could help prepare an ethnic dish that is new to the children but similar to foods they like.

These activities would be effective with toddlers because of their natural interest in family life, songs, and foods. As children grow and become more independent, you continue to plan more complicated learning experiences.

Each day, you plan activities that

- Give children chances to practice or improve their skills,
- Expand their interests, and
- Help them feel good about themselves.

When you do this, you help each child develop individual strengths. You bring out each child's

Developmentally appropriate play activities:

1. Match the child's ability levels with the task and materials.

2. Build on each child's interests.

Cooking with Children

Children love to prepare food. Find ways to keep each child involved: children can wash, measure, pour, stir, tear pieces, open packages, close packages, cut chunks, return items to the shelf, unfold the pastry cloth, wash dishes, refill the cupboards, pass out napkins. Babies might hold a spoon, older children can use table knives to cut, school age children can read the recipe. Match each task to the child's abilities and interests.

Waiting and watching, on the other hand, are not part of cooking with children. Neither are unhealthy choices, such as lots of sweets or fats. Foods that might cause choking, such as whole grapes, popcorn, or hot dogs, should also be avoided.

You might want to focus on a particular food, such as bread, for several weeks at a time. What a wonderful way to develop children's concepts of same and different. Use basically the same ingredients, but change one or two at a time. Vary shapes and sizes, too, from individual muffins to whole loaves. Be imaginative!

Families usually are eager to get into the act, too. Ask for recipes, ingredients, and ideas that add ethnic and cultural variations. Ask parents or other family members to join in the fun, if possible!

potential. You open up possibilities for children. And it all takes place in creative, individualized activities. Cooking is just one example of how you can capitalize on the possibilities.

How to use these activities

This book contains a wide array of possibilities for you and the children in your family day care. Be creative. The activities are not recipes to follow step by step. Instead, they are ideas for you to adapt and change to fit your situation, the children, and the materials you have.

Each activity is built around the anti-bias, multicultural approach. Every one can help children feel good about themselves and to accept others regardless of race, gender, ethnicity, age, or ability. These ideas present opportunities for you to teach and role model acceptance and diversity. Positive values—such as honesty, compassion, understanding, and love, which are common among people everywhere—are promoted, too.

We have included ways to involve parents because they are your partners. Family day care is preferred by most parents of babies, so we have included a special section for them.

Many of these activities center around everyday conversations and children's play. They could happen during meals or snacks, during planning time, on a blanket in the yard, or while you are waiting for a bus. Your best opportunities to help children learn to love themselves and others occur spontaneously. Be on the alert for these *teachable moments.* All kinds of situations are perfect for anti-bias, multicultural learning.

A calendar of some holidays and celebrations around the world completes this part of the book. Many different countries and cultures celebrate similar ideas at different times of the year and in different ways. Giving thanks, marking birthdays, and celebrating independence are important occasions.

All of the activities promote the growth and development of children. Many can be altered for repeated use or to fit a specific age or ability. Each of the children's books mentioned is also listed in the Annotated Bibliography of Children's Literature in this book.

The ultimate goal of every activity is to enhance positive, bias-free development that allows children to be proud of themselves and others.

APPRECIATING LIKENESSES AND DIFFERENCES

Young children are curious about what their experiences mean. Some activities do build children's understanding of likenesses and differences. But the child care provider's attitude and approach are more important. Children quickly pick up on our attitudes. Our warmth and acceptance of children's likenesses and differences is the basis for learning.

How can we help children feel proud of who they are, but not superior to others? We have seen that most prejudice comes from people who do not know each other. They think that if unfamiliar differences are strange, then these strange differences are bad.

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People have much more in common than they have differences. Every day, you model and teach respect for these differences. Start by reading *Why Am I Different?* by Norma Simon to the children. Most of the activities in this section build on ideas that come up in that book.

Alike and different

At lunch or snack, ask each child to talk with one other child. How are they just like that person? These questions will help them concentrate on specifics:

- What toys do you both like to play with?
- What same foods are your favorites?
- Who has sisters, or brothers, or grandparents?
- Who has the same child care provider?

Then see if they can tell how they are different from that person.

- Who has the same mothers or fathers?
- Who's wearing sneakers? Who's wearing sandals? Who has lace-ups? Who has Velcro tabs?
- How did you get to day care? Car? Bus? Walk? Truck?
- Who has brown eyes? Blue? Green? Some other color?

Same but different

Materials: old magazines, scissors, glue or paste, large sheets of paper

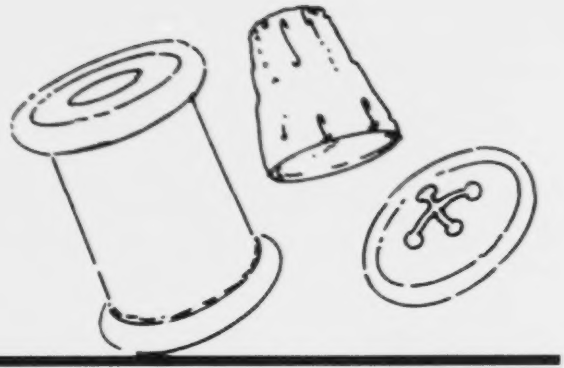
Have children search old magazines to find pictures of cars. Younger children may need help to find and tear or cut out the pictures. Ask older children to help or share their pictures with younger ones.

Ask the children to look at what they found. How are all the cars alike? What are some of the ways their cars are different?

Encourage children to glue their pictures on the paper. Let children decide how they would like to divide up the pictures: By the ones they each found? All the same color together? Different cars together?

Repeat this idea with other themes such as people, dogs, cats, chairs, or houses. Or use a collection of toy vehicles or kitchen objects.

Extend this activity by taking a walk around your neighborhood. Look for real cars/pets/houses and their similarities and differences.



Sorting

Materials: flat containers (meat trays, plastic lids) and small objects (buttons, spools, lids, corks, screws)

If there are babies and toddlers around, be careful to keep small objects out of reach. Suggest that children choose items that go together. Color and size are typical favorites.

Young children will be most successful in sorting one type of object with one or two differences (red and black buttons, for example). Older children can sort objects with less obvious differences, or with several types of differences (red or black buttons with two or four holes, for example).

To vary the activity, sort a few objects beforehand and see whether children can figure out what they have in common. Ask older children to do this with younger children.

Food color designs

Materials: light-colored paper (construction or newsprint, paper towels), several small containers partly filled with water (muffin tins work beautifully), various food colors, droppers or small basters or spoons, newspapers, soapy water and sponge

Cover the table with newspapers (or go outside on a picnic table or the sidewalk). Put about 1/2 bottle of food coloring in each container of water. Each child takes a sheet of paper and a dropper, spoon, or baster.

When colors are dropped on the paper, each child's design will be different. Encourage children to use several colors in making their design.

You can talk about how everyone is using the same things, but that no two children made the same design. Point out how much more fun and interesting it is because each design is different. Safe for all ages.

Talk about people with different abilities

Materials: *About Handicaps* by Sara Bonnett Stein or another good book about people with disabilities, pictures of people with different abilities including some who use crutches or wheel chairs, aids used by people with differing abilities such as glasses with the lenses removed

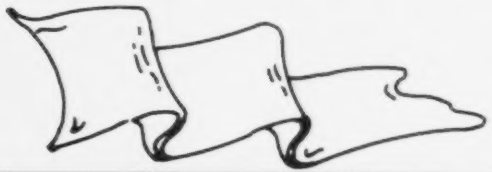
Hang the pictures around the room. Read the story to children to help them understand and accept individual differences without being afraid.

You can point out that some people use crutches or wheel chairs to make it easier to get around. Talk about the pictures on the walls. Ask children to think about how much harder it is to get around that way. People who use these items feel proud of their accomplishment.

Tell children that people who have trouble walking, seeing, or hearing became that way because of an illness, an accident, or were born with the disability—*NOT* because they saw, heard, or did something bad.

Ask children: What kinds of things do they do well? What things are difficult?

Invite a visitor to your family day care home who uses crutches or a wheel chair, or who has some other disability. Let children try out crutches or canes. Listen with hearing aids or look through glasses. Feel the Braille pages of a book. Have a snack together and talk. Help children see that people with special needs have a great deal in common with all other people.



Music and dance

Materials: recordings, record or tape player, instruments

Ask parents for music they could lend. Teach the children songs and dances from different nations of the world. Children begin to see that people like to sing and dance, but everyone has their own special ways. You can talk with the children about how different music sounds: loud, soft, fast, slow. Listen for various instruments. Again, ask parents if they have any instruments children could listen to or try.

The Resource Guide to Equity Materials lists companies who have music from many countries.

Make dough clay

Materials: ingredients for dough clay; bowl; measuring cup and spoon; spoon; storage container; accessories to play with clay such as wooden rollers, lids, or cookie cutters

Dough clay

1 cup flour
1/2 cup salt
2 Tbs vegetable oil
1 tsp alum (with the spices in the grocery store)
1/3 to 1/2 cup water
Food coloring

Mix first four ingredients together. Then stir in small amounts of water until clay is like bread dough. Divide and add food colors. Store in an airtight container in the refrigerator. Although most children will think this dough tastes awful, if a bit of it is swallowed, it is not harmful.

Make clay frequently with children, either as a group or individually. Even 2's can make their own portions. Give each child a bowl and spoon. Children can help measure out their ingredients and mix them up.

Most children have used commercial clay products, too. You might discuss what is the same and different between the store kind and what they are making.

Provide several accessories for children to use with the clay. Use it on a nonporous surface such as a plastic table cloth.

Toddlers like the way dough feels, so they may not make anything specific. They enjoy pounding and rolling it. School-age children usually shape or mold items. For instance, an older child may make vegetables to use in dramatic play after the dough is dry.

Biscuits are different

Materials: ingredients to make biscuits, bowl, measuring cup and spoon, spoon, clean accessories usually used with dough clay, grater, cheese, baking pan

After children have made dough clay several times and are used to playing with it, provide the same utensils but this time make biscuit dough together.

Have each child take a serving-sized portion of the dough. An older child can grate the cheese. Children may add grated cheese to their biscuit if they wish. Just one ingredient makes a difference!

Children can drop the biscuits on the baking pan. Let them watch through the oven window while they bake. What is happening to the biscuits? To the cheese?

Encourage children to compare their biscuits. No two look the same. How do they taste?

Body outlines

Materials: large sheets of paper (or grocery bags taped together), markers or crayons, scissors, tape or thumbtacks

Trace the outline of each child's body on a big sheet of paper. Children age 4 and older can be encouraged to draw in their own faces and clothing if they like. Two's and 3's usually just decorate themselves.

Children with good scissor skills can help cut around the outlines and hang them up.

- Can the children find their own outline?
- How is each one different?
- How are they alike?

You might continue this activity by reading a story to the children such as *Why Am I Different?* by Norma Simon or *What Is a Girl? What Is a Boy?* by Stephanie Waxman.

Pictures and posters

Materials: pictures and posters of children and adults from other countries

Choose pictures that show people in their everyday clothes as well as attire worn on special occasions. Keep several of these hanging in the children's play area at all times.

Ask the children and their parents if they have pictures of members of their families they could bring in to share.

Talk with children about how we all come from somewhere. Ask them to notice similarities and differences in clothing. Why might some people wear heavy coats and others cover their heads lightly? Help children to think about how we all are alike and different.

Instruments

Materials: a variety of different instruments or their pictures; recordings; items to make instruments with such as oatmeal boxes, rubber bands, film canisters, stones

Whenever possible, play different instruments for children and invite them to try also. Simple instruments such as bells, triangles, whistles, maracas, tambourines, guitars, and drums are great. Otherwise, show pictures and use recordings.

Ask children to try to figure out the different materials with which instruments are made (metal, wood, leather). Have children describe the different sounds. Notice how instruments are played (blowing air, striking, rubbing, shaking).

After the children are familiar with a variety of instruments and sounds, invite them to make their own. Empty oatmeal boxes or coffee cans with tops resealed make great drums.

Film canisters with a few stones inside can be shaker instruments. Try putting different things inside the container to change the sound.

Children can decorate their instruments with markers, crayons, or paper cutouts.

Washing dolls

When the children are giving their dolls baths, ask children whether they think the dolls' skin colors will wash off. The children can also see how their skin color remains the same after washing by comparing their own hands with those of the other children.

In warm weather, if children are playing in water outdoors, similar comparisons can be made with children's hair colors.

BABIES CAN BE INCLUDED

Children of several ages are one of the many benefits of a family day care home. There's usually at least one baby to add excitement, challenge, and change! During those first 2 or 3 years of life, babies grow fast. Every day, they can do something new.

Babies are the natural centers of attention. Most of us—even older children—love to hug, rock, and sing to babies. Safety is a top priority. Most babies can join in on the fun with the other children. They can rip paper, sing along, and splash, too!

Peek-a-boo

Materials: blanket or scarf, baby's toys

Catch baby in a playful mood. Start by covering one of baby's toys with a blanket or scarf and say, "Where are the keys?" Wait a few seconds, look all around, then pull off the blanket and say, "Here they are!"

After a few times, cover your head and say, "Where am I?" Remove the blanket or scarf and say, "Here I am. Peek-a-boo!"

Next, let the other children play. Baby may want to get in on the act, too. Cover baby's head and say, "Where's baby?" Listen for giggles, then remove the cover. "Oh, there you are. Were you hiding?" Keep it fun for everyone.

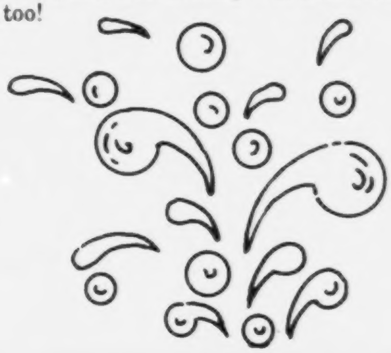
Mirror play

Materials: large mirror

Hang the mirror at floor level so all children can sit or stand and see themselves. The dress-up area is a great location.

Hold baby in your lap in front of the mirror. "Hey, look, who's that? It's me and you." For the baby, point and say, "There's Kay—that's YOU!" Point to the reflection and say it again. Soon baby will recognize everyone in the mirror and enjoy pointing out people.

All children love to watch their actions and facial expressions reflected in mirrors. Everyone can have many turns. Have children compare their heights, knees, ears, and noses. Baby will soon know body parts, too!



Water play

Materials: water, containers, water toys

Nearly all children like to play in water, but be sure to supervise water play every second. The most convenient place is the bathtub or a bucket outdoors. Otherwise, use a plastic table cloth or shower curtain on the floor. Sinks are usually an invitation for a flood, so give each child a large pan or small dish pan instead. Add an inch or two of water. Put baby in just a diaper and shirt. Splish! Splash!

To add to children's fun and potential to learn, supply plastic measuring cups, short lengths of rubber hose, margarine tubs, small pitchers—anything safe. For older children, search for toys that float or sink (with a bit more water). Have them predict what will happen before they put the item in the water.

Variation: In warm weather, children can use a hose or watering can to carefully sprinkle water on each other. Even baby (in just a diaper) can join the party in a stroller. If baby isn't too keen on sprinkling or if the water is too chilly, put some water in the stroller tray. Again, be sure to supervise this activity 100% of the time.

Identifying body parts

Children like to sing "Head and Shoulders, Knees and Toes" and play "The Hokey-Pokey." Activities such as these help children identify body parts, improve coordination, and give children a better sense of how their bodies move.

Babies can be a part of these activities from an infant seat, high chair, in your arms, or on the floor. Help baby focus on the body part named in the song. Gently touch her head or shoulders when they're named in the song.

Use the names of body parts playfully when dressing or changing baby. You might say "Your shirt goes o-v-e-r your head and down your shoulders. Nope, it won't reach your knees or toes, will it? Your shirt stops at your belly."

Older children enjoy taking turns pointing to their body parts and identifying them for baby also.

Hint: Modify "The Hokey-Pokey" by leaving out left and right when playing with young children. Just put an arm in, an arm out, and shake it all about! Left and right will make more sense in the later preschool years. Keep the focus on the fun, though, and don't worry about following the directions perfectly.

Rhythm and music

Materials: spoons, pans, lids, plastic spoon, rattle, recordings, player

Infants enjoy music, too. Play a variety of types of music. Sit on the floor. Encourage children to join in by clanging spoons and pans or banging lids together.

Very young babies can watch from an infant seat or a high chair. They can shake a plastic spoon or rattle.

Sing at every opportunity. Make up your own songs as you dress baby. Clap hands in time with music. Sway back and forth as you rock baby. Tuck him in with a lullaby.

Roll the ball

Materials: old socks, rags

Cooperation abounds in this activity. Older children can make rag balls for everyone. First, they can tear strips of rags. Then show them how to stuff the end of the sock with strips. Knot the sock near the stuffing and fold the extra sock back over the ball.

Babies can try their hand at this, too. It might be fun to pull on the strips. They might get a kick out of trying to stuff the strips—or their arm—into the sock. Even the youngest babies can feel or chew on the sock and the strips, although the fabric might get a bit wet.

When the balls are made to everyone's satisfaction, roll them back and forth to each other. Be sure to include baby!

Build and crash

Materials: blocks

The only thing more fun than building a tower is knocking it down. If older children are willing, ask them to stack a few plastic or cloth blocks or cardboard bricks. Invite the baby to knock them down.

Then let the older child have a turn. This time, the tower may be higher, so make sure baby is out of range of flying blocks.

Older babies soon catch on how to build their own simple towers and knock them down.

Remember, this activity is for the baby. Make sure older children have time and space to build when baby is not around, too.

Go for a walk

Materials: stroller or wagon

Field trips around the neighborhood are interesting for all children. Put baby in a stroller or a safe wagon.

Remember, walking with children means stopping. And stopping again. You'll all closely examine traffic signs, bugs, flowers, plants, trees, buses, trucks, planes, and even the crack in the sidewalk.

Babies enjoy touching the tree bark and smelling flowers, too. Be sure to say the name of the object clearly, and point out several if you can. "Look, here's a yellow sign. There's a big red sign. Here's a little white one. There are signs everywhere!"

Very young babies will benefit from just being in the fresh air. It's great to be part of the group!

Make-your-own art

Infants and toddlers like to make shapes and designs with clay and fingerpaint. They enjoy feeling and squeezing it. Set them up in their high chair tray. Best of all, with these recipes, their tummies won't hurt if they eat a little along the way.

Materials: ingredients for dough clay, bowl, measuring cup and spoon, spoon

Dough clay

1 cup flour
1/2 cup salt
2 Tbs vegetable oil
1 tsp alum (with the spices
in the grocery store)
1/3 to 1/2 cup water
Food coloring

Mix first four ingredients together. Then stir in small amounts of water until clay is like bread dough. Divide and add food colors. Store in an airtight container in the refrigerator. Most children will think this dough tastes awful.

Materials: ingredients for finger paint, measuring cup and spoon, spoon, sauce pan

Finger paint

3 Tbs sugar
1/2 cup cornstarch
2 cups cold water
Food coloring

Mix sugar and cornstarch in sauce pan. Add water, stir, and heat on low until blended and thickened. Divide into child-size portions and add desired food coloring.

March or dance to music

Materials: recordings, player

Again, everyone can join in! Carry baby or hold the hand of a young walker. Enlist the aid of older children to steady younger ones. Dance or march to all kinds of music.

Clap your hands while marching. Baby will begin to clap along, too.

Exercise game

Children need to use all their body parts—indoors and out—to run, climb, jump, ride, reach, or grasp. Exercise should be part of every day's activities for each child.

Indoors or out," Let's all stretch our arms and hands high. Stand on toes and reach for the sky."

The baby version of this is playing So Big. While diapering or holding baby, gently lift baby's arms up in the air. "How big is baby? She's So-o-o-o Big!" The other children will enjoy joining in also, and playing the game with baby.

COMMUNITY WORKERS

In just a few years, children will be part of the work force. Their attitudes about work and good work habits, however, are being formed now. That's why the anti-bias, multicultural approach gets children acquainted with how people work together to help each other. Young children can become aware that people earn money for themselves and their families.

Many community workers hold jobs that intrigue young children. They provide things and services people need: milk to drink, safety, boxes, car repairs, homes, health care.

As always, begin with people familiar to the children. Invite some of the children's family members to share information about their jobs. If possible, have them wear a uniform, bring tools or equipment for children to try out, or give out samples of materials they use.

Better yet, visit them at their work places. A trip to a noisy carpentry shop, a bustling newspaper office, or an aroma-filled bakery is unforgettable! Be sure children are prepared in advance. During the visit, let them ask questions. Follow up with a thank you note, drawings, and stories about what they saw.

With experience, children become more aware of different jobs in their community. They start to think about what they want to do when they grow up: plumber, electrician, crossing guard, bus driver, mail carrier, dentist, musician, dishwasher, or tailor.

Types of activities

Informal field trips. "Hey, did you see they're fixing the phone lines down the street?" And you're off to see. Baby in the stroller, older children bundled up.

Spur-of-the-moment, informal field trips include:

- Neighborhood walks.
- Trips to the grocery store to buy ingredients for a recipe.
- Taking a bus ride to get to a park.
- Visits to other family day care homes.
- Trips to the bank to cash a check.

Informal field trips usually don't need advance planning. There's something for everyone to smell, touch, taste, hear, and see, each time you go out.

On one trip to the grocery store, watch for jobs workers do. The next time, buy ingredients for snack. Walk around the same block often, to notice the season changes.

Formal field trips. Plan these in advance, keeping in mind the ages of the children. Schedule short guided tours to a fire station, post office, restaurant, or book store.

Talk with the tour leader about the children's ages and levels of understanding. Ask if children can try out some aspects of jobs, such as dressing in firefighter clothes, weighing a letter, or kneading pizza dough.

Search for interesting places to visit. Eggs come from chickens on the farm—not from cartons in the grocery. So many parts go inside the refrigerator! Try to find work sites with multicultural workers who have differing abilities. Talk to the children about why you are going on each trip. Books, pictures, photos, and actual objects help children know what to expect.

Be sure to get written parental permission for field trips. Invite children's family members to go along.

Dramatic play. Follow up field trips with plenty of chances for dramatic play. Children now have the information to act out the work roles they saw. They interact with each other to solve problems and make decisions.

Be creative about space, props, and costumes. Children can play store from the kitchen table with a box for change, some food cartons, and an apron.

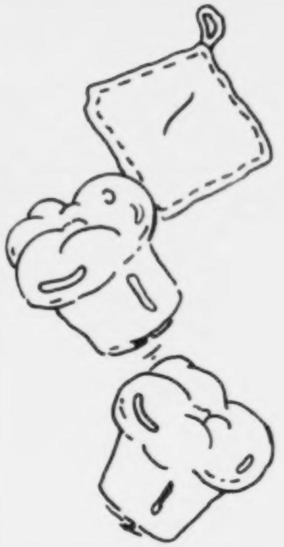
Start collecting things for prop boxes. Put items that relate to each community-worker theme in a separate, labeled box. Keep in mind children's safety—no small parts for infants and toddlers. These are some good ways to get your collection started:

- Pool resources with other family day care providers.
- Call work sites to ask for donations: hats, old tools, receipt books, and other items.
- Keep a box or list of items that fit most themes: cash register, play money, glue, construction paper for signs, scissors, a toy telephone, small pads of paper, pencils or markers.
- Ask parents if they have any items at their home or work to contribute. Be specific. "We'd like some old shoes for children to clomp around in and play pretend. Would you have any we could add to our collection of dress-ups?"

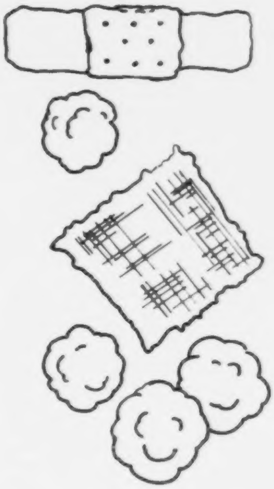
Here are some prop box ideas to encourage children's dramatic play.

Fire station
plastic raincoats
cardboard hatchet
boots
bell
fire hat
fire engine (cartons turned upside down)
pieces of hose
bandages, gauze, tape
short ladder
telephone

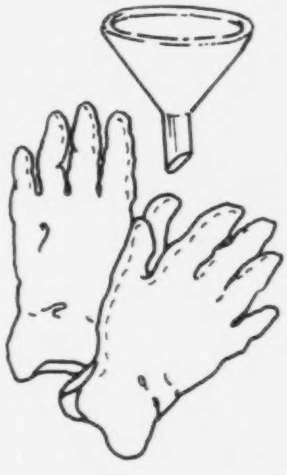
Bakery
cake pans, muffin tins,
bread pans,
foil pie plates
cupcake papers
clay
flour sifter
empty cake mix boxes
empty cookie boxes
rolling pins
measuring spoons
measuring cups
cookie cutters
recipe box with index cards
spatulas
cash register
potholders
plastic bowls
egg beaters
baker's hat
aprons
play money
mixing spoon
boxes (for ovens and counters)



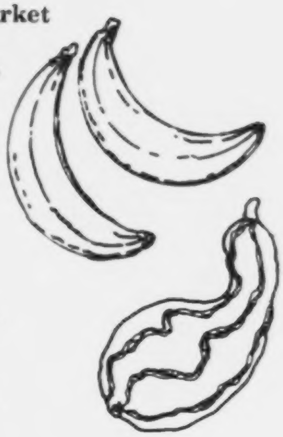
Doctor/nurse/hospital
doctor's bag
empty medicine containers
bandages
cloth for slings
cotton balls
tongue depressors
stethoscope
plastic syringes
thermometer (not glass)
rubber gloves
reflex hammer
small flashlight
gauze
blanket
dolls
disposable caps, masks
disposable gloves
uniforms (from hospital)
note pads, pencils

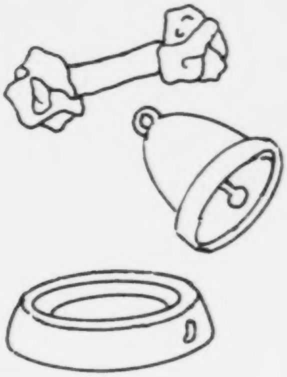


Gas station
toy cars and trucks
bicycle tire pump
tire gauge
keys on a chain
pieces of hose
empty oil container (with top glued on)
tool belt, toolbox
cash register
funnel
play money
auto parts catalog
old car parts (spark plugs)
rags
work gloves
flashlight



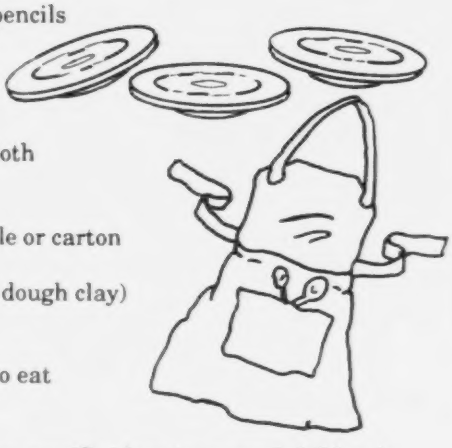
Grocery store/supermarket
empty food containers
play fruits and vegetables
(paint dried dough clay)
paper bags
play money
aprons
stickers for pricing
purses/wallets
wagon for delivery
toy cart
cartons for shelving foods
cash register
(with some modification, this prop box can become a toy, shoe, clothes, or other store)





Pet store, veterinarian, or farm
animals (stuffed, plastic, wood)
animal puzzles
pet toys
food and water dishes
cash register
cages (real or made from boxes)
animal pictures
empty pet food cans
empty pet food boxes
(children can bring in their own stuffed animals)

Restaurant
order pads, pencils
place mats
menus
play dishes
silverware
small tablecloth
trays
sponges
childsize table or carton
play foods
(paint dried dough clay)
napkins
aprons
real snacks to eat



Here are some specific ideas to expand children's learning opportunities through dramatic play.

Introduce community workers theme

Bring up the idea of work and jobs by asking children about jobs they do to help their families at home. Compare these jobs to those they do in the family day care home.

Ask questions such as, "What jobs do you like to do? What jobs would you rather skip?" "What are some jobs grown-ups do in your home? What jobs do we do here?" Emphasize that each job is important.

Children's jobs. Family day care is an ideal place to learn the little—but essential—tasks of everyday life, such as preparing food and cleaning up (Hendrick, 1988). When children succeed at these jobs, they are learning to love themselves and others. They see themselves as capable, responsible people. It feels good to help friends and family, too.

Find jobs children can *DO*. Teach how to do them successfully. Demonstrate how to wring out a sponge, use a dust pan and brush, or cut bananas into bite-size pieces. Break big tasks into small, manageable parts.

Bite-size jobs for children

Set up
- ▲ Set the table
- ▲ Take the riding toys out
- ▲ Put out art materials
- ▲ Mix powdered paints

Clean up
- ▲ Put away toys
- ▲ Wash toys
- ▲ Wash tables
- ▲ Wash paint brushes
- ▲ Sweep

Cook
- ▲ Wash and cut up fruits and vegetables with plastic knives
- ▲ Stir
- ▲ Measure
- ▲ Serve, pour

Help others
- ▲ Read a story to baby
- ▲ Put on outdoor clothes
- ▲ Push a stroller, pull a wagon

Miscellaneous
- ▲ Get the mail
- ▲ Water plants
- ▲ Take out the trash
- ▲ Feed pets
- ▲ Water the garden
- ▲ Sort and fold laundry

For more information see the chapter on the pleasures of meaningful work in Hendrick (1988).

At first, it takes longer to help the children do the work than to do it yourself. That's OK. You're building self-esteem and cooperation.

Posters, photographs, and pictures

Materials: pictures of people at a variety of jobs

Show pictures to help children think about work in the community. Try to include men and women who hold the same or similar jobs and a range of ethnicity.

Label the pictures with children. Encourage them to think about where the jobs are done, what tools or equipment are needed, how the jobs help people, and if they know anyone who has that job. Note that people earn money in return for many kinds of work. Talk about what people need money for. (See sources of posters and pictures in Resource Guide, page 79.)

Read a book

Materials: *Mommies at Work* and/or *Daddies at Work* by Eve Merriam

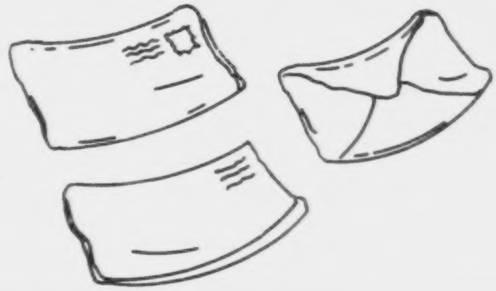
Read the book to show a few job options. Be sensitive to children who may live with working adults other than parents and to those children whose parents are unemployed. The beginning of each of these books shows parents in traditional roles. Point out how each parent can perform all of the roles. A follow-up to this activity could be a field trip to where the parents work.

Neighborhood walks

Materials: walking shoes, stroller or wagon, camera

Plan short walks to observe people at work. If you live near stores, see how many different kinds of work children can identify. Talk about the types of goods that can be bought. On other walks, look for people doing a variety of jobs in vehicles (bus driver, taxi driver, farmer, sanitation worker, police officer) or outdoors (tree cutter, delivery person, surveyor, pushcart vendor, mail carrier, window washer, telephone line repairer).

If possible, take photographs to make a group book about jobs and to help children remember what they saw.



Formal field trip

Children enjoy formal field trips, but they do require planning. Here's how you might go about getting ready for, taking, and following up on a trip to the post office.

Before the trip read *Postal Workers: A to Z* by Jean Johnson. The photographs and words describe many post office jobs. The book shows how many people work together to help get mail ready to deliver to everyone in the neighborhood. Talk to your mail carrier. Write a letter to mail to yourselves or friends.

Talk with the person who will conduct the tour to explain children's interests. Explain to children what to look for. Point out any safety rules.

During the trip stop at the door to read the sign. Use questions to help direct children's attention. What hours is the post office open? Can pets come in? Look around the lobby. Are there pictures? What posters are hanging up? Where do you buy stamps? How much does it cost to mail a letter? What else does the post office have to sell (post cards, T-shirts, mailing bags)? How do you know which slot to put your mail in? Inside, follow a letter from its arrival on the loading dock to the carrier, or from its deposit in the box to the loading dock. Talk to the workers about what they do. Listen to the sounds machines make.

After the trip reread *Postal Workers: A to Z*. In addition, read *Letter to Amy* by Ezra Jacks Keats. This is a story about a boy who mails a surprise invitation to his friend, Amy. He has some misadventures along the way. Encourage the children to describe their field trip in their own words.

Write and mail a group thank you letter to the postal workers. Write what the children say and encourage them to draw a picture about the trip. This activity will allow the children to go through the mailing process firsthand.

Make mailbags by helping the children decorate grocery bags. Use yarn or string to make shoulder straps.

Have a mail call. Stack and glue shoe boxes together, one for each child and one for you. Label sections with names or photographs. Children will enjoy writing or drawing, and then delivering, messages to you and each other.

Make a collage with stamps, postcards, junk mail, and letters. The children can cut up, arrange, and paste pieces on a large piece of paper to make a group mural. Individual posters can also be made.

Prepare for dramatic play by providing a few of these items for children to act out the work roles that they saw at the post office. Add new items every few days.

mail bags
small scale
envelopes
magazines
paper
string, tape
markers
scissors
toy mail truck
mail carrier hat
cancelled stamps
brown wrapping paper
stamp pad
rubber stamps
mailbox (cardboard box with slots)

Informal field trip

New things are always happening in neighborhoods. Watch for possibilities such as road repairs, new or remodeled buildings, or utility work.

Before the visit, if you have time, read *New Road* by Gail Gibbons or other books on the topic of your trip. Point out each piece of equipment and explain what it does. Discuss safety rules with the children before leaving.

Frequent visits enable children to see the workers' progress. Children can identify equipment and watch how each piece is used. They can see how workers do many different things and work together in order to complete the project.

Take photos on each visit so the children can recreate the construction process at a later time. Display the photos and pictures of different types of structures in the block area to provide ideas for children as they build together.

Encourage dramatic play by putting out some of these items near the block area:

dump truck
bulldozer
hard hat
coveralls
sandbox
toy cement mixer
toolbox, tool belt
screws
construction paper
shovels

Every trip, from a short walk to a longer affair, is an adventure for children. These are just a few ideas of where to go and who to watch.

Places to go

bus station
farmer's market
ice cream store
city hall
barbershop
farm
shoe repair shop
newspaper plant
bakery
gas station
pet store
ranch
subway, train ride
pizza parlor
library
child care center
airport
museum
dry cleaners
fire station
hospital
grocery store
supermarket
restaurant

Workers to watch

lab technician
printer
food server
cook
doctor/nurse
cashier
clown
actor
newspaper reporter
secretary
house painter
mechanic
conductor
teacher
musician
physical therapist
dentist
custodian
salesperson
roofer
bricklayer
artist
veterinarian
photographer
architect
bus driver

DECISION MAKING AND PROBLEM SOLVING

Adults naturally want to spare children from making the mistakes we made. However, this approach does not help them prepare for the future in a world where problems and conflicts are part of everyday life.

In a developmentally appropriate family day care home, the provider gives children opportunities to make decisions and solve problems—at their own levels, of course. And always within a safe range.

Adults offer good choices, so children can make good decisions. Choices are simple at first, then more complicated as children grow older. Babies might start by deciding whether they want circle cereal or square cereal snacks. Toddlers can choose orange or brown mittens. Preschoolers can pick the sturdiest piece of cardboard to complete their space ship. Children learn to settle their own problems in much the same way.

Sometimes, of course, children learn from experience that some decisions have unwelcome consequences. If a child takes the top off the glue, and dumps glue all over, much can be learned as the child cleans up the mess and starts over with a fresh paper.

With experience, children begin to see the value of gathering information and coming up with several possibilities before making a decision. They learn how people come to different or the same decisions depending on their information. Take advantage of decision-making opportunities throughout the day!

Buy supplies

Materials: catalogs, scissors, paste, paper

If you are going to buy some new things for your family day care home (a wagon, swings, a tricycle), let the children help with the decision.

Let the children cut pictures out of catalogs. Ask each child to choose two or three items that he/she thinks would be best. Talk about size, color, cost, and durability. Then go through the same process as a group. You lead the discussion and set any limits, such as price.

After the group has decided what to buy, paste the choices on construction paper to make a collage of the decision. Involve children in placing the order—filling out the order form, adding up the postage, mailing the letter, or shopping together. Hang the poster where the children can see it everyday until the new items arrive.

When the materials come, enlist the children's aid. Open the boxes. Compare items with the catalog pictures. Check for damage. Bring out the tools and assemble the new trike together. Decisions are everywhere.

Grow a garden

Materials: soil, containers, water, paper

Growing plants fascinate children. Use small containers (the bottom of milk cartons work great) that the children fill with soil. Offer a choice of seeds—flowers and vegetables. Quick-sprouting, hardy choices help ensure success. Let the children decide what seeds they want to plant. Ask them to share with the other children why, and how they came to that decision.

Make labels for cartons with names and pictures or words to describe the hoped-for plant. Prepare graphs to record water, sunlight, sprouting dates, and growth rates.

As the plants begin to grow, children will see the results of their choices. Talk about the different parts of plants. What can children do with the seedlings to make sure they continue to grow?

Finger food buffet

Materials: healthy finger foods, plates

Use lunch or snack times to talk about how important it is to eat healthy foods. Each of us like different things to eat. Have at least two choices in each of the USDA Child and Adult Care Food Program required food groups. The children may choose one from each group, such as these:

Group #1	Group #2
Chunks of chicken	Tortillas
Chunks of cheese	Pita bread
Group #3	**Group #4**
Apple slices	Cucumber slices
Orange slices	Tomato wedges

Finger food parties are always a hit. What an easy way for children to pick their favorites from three or four selections in each food group. Be sure to include various ethnic foods.

Choose a story

Materials: 10 books

Select 10 books to read during the week. Each day let one child decide which book to read together. You may need to describe the choices briefly. After reading, ask children what they liked, or didn't like, about the book. Encourage children to really think about the story and characters. Ask open-ended questions.

Children often want to hear the same story again and again, and will soon be able to tell the story themselves. Once in a while, take your own turn in selecting a book to read. Soon the children will have another favorite.

Solve a problem

Preschool and older children love to think about "What if. . . .?" Bring up situations children might encounter.

- You see a child being teased by other children. What would you do?
- Write children's suggested solutions on a chalk board or paper. Have the children discuss the merits of each of the possibilities. Let them as a group decide on the best answers (there may be more than one).
- What would you say to a child who is teasing? Why?
- Would you tell the other children they are wrong? Why? What might happen?
- Would you tell the provider? Why or why not?

Another possible question to ask is "What would you do if someone hits you?" Some possible alternatives:

- Hit the person back.
- Say "I don't like that."
- Tell the provider.
- Walk away crying.
- Talk about the problem with the hitter.
- Say "Hitting hurts. Stop that."
- Get a bigger child to defend you.

Help children consider the possible outcomes to each response.

Story-stretching

Materials: *Jamaica's Find* by Juanita Havill

As you read the book, stop at various places to ask children to make decisions. For example, ask what they think will happen next. Keep up the suspense. At the end, talk about why Jamaica made her decision.

Go on a trip

Materials: suitcase or shopping bag for each child, dress-up clothes

Give each child a suitcase or shopping bag. Tell them they are taking a trip to grandmother's, or somewhere else. Ask each child to choose five things to take on the trip.

After children pack their bags, ask them to tell the group why they chose those items. Stress that we all are entitled to our own opinions. There are no right or wrong answers.

What do you think will happen?

Play the game "What do you think will happen?" Sit on the floor in a circle and make yourselves comfortable. Some questions you might ask:

- What do you think would happen if we put muffins in the oven to bake but forget to turn on the oven? What if we forget them while they are baking?
- What do you think will happen if we all go outside when it's raining? What if we have umbrellas? Boots?
- What do you think will happen if we don't pick up the toys when we are finished with them?
- What do you think will happen if we forget to use the toilet before we go to the playground or store?

Let the children all have turns to answer. When possible, role play the situation and the various outcomes.

FAMILIES

Families are as different as the people in them. But around the world, families are people who care about one another. Family day care providers must be aware of and sensitive to each child's family, including those who are troubled. Daily efforts, such as looking at family photos, will support children's connections with their families.

Each family is alike and different. Help children strengthen their family ties and awareness of other families with activities such as these.

All kinds of families

Materials: *All Kinds of Families* by Norma Simon

Read this great multiethnic book to show that families can have many different makeups and lifestyles. Ask children to talk about who is in their family. Discuss with children how they feel as a part of a family of adults and friends who care about them.

Who are the people in your family?

Ask children to talk about their families. What are the people's or pet's names? How has your family changed? Could families live in different houses? Talk about the family day care home family.

My family book

Materials: photographs of children and their families, construction paper, rubber cement, hole punch, yarn

Ask the children to bring in pictures of themselves and other family members. Ask the children to name the people in the pictures, and tell how they are related to them. Older children may be able to think of different names such as "my aunt is my mother's sister" or "my father's father is my grandfather." Be sure to include the family day care family.

Use rubber cement to attach pictures to construction paper. Punch holes and tie together with yarn to make a book.

Variation: Encourage children to draw pictures of their families and put names under the pictures. Be sure they include themselves in the family picture. Punch holes and tie together with yarn to make a book.

Our families poster

Materials: family pictures, Velcro

Put pictures of the families of all the children in your day care home on posterboard, using Velcro. These can then be peeled off the poster and taken to naptime if the presence of a family member is needed. The poster is also great to give the children a feeling of unity.

Materials: family pictures, clear sticky paper

Variation: Collect snapshots of members of each child's family. Cover them with clear sticky paper and hang at their eye level. Children can see their family or tell their friends about their family any time. All the parents enjoy looking at family pictures. Be sure to make one for your family day care family.

Family collages

Materials: old magazines, scissors, paste, paper

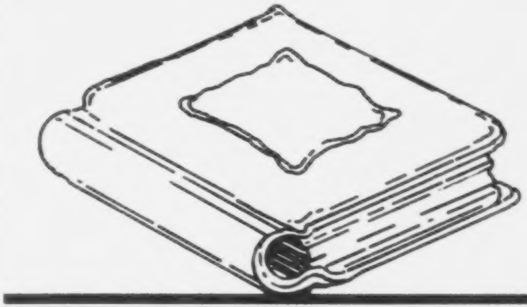
Ask children to cut pictures of different kinds of families from magazines. Find families doing different kinds of activities together, and nontraditional roles. Be sure to include people of different gender, age, cultural, and racial backgrounds and with different abilities.

When the selection is broad, have children paste their collages and hang them for all to see.

Visitors for show and tell

Materials: *What Mary Jo Shared* by Janice May Udry

Invite the children to bring in a family member for show and tell. Encourage extended family members such as grandparents or a cousin. Talk about how these people are still family even though they live apart, because they love each other. Read the story before or after the visit.



Activity photo album

Materials: photographs, photo album

Take pictures of your family day care family doing many different things together. Put them in an album. Let children take turns taking the album home to share with their families. You may even want to let them take the album on an out-of-town visit so they can show their friends to their extended family.

This is also a great resource to keep parents in touch with what their children do when they are at work.

Family history

Materials: *Keeping Quilt* by Patricia Polacco

Read the book to introduce the idea of families from many places.

For Grandparent's Day in September, or at any other time, you might want to have children find out where their grandparents and other relatives came from—what country or ethnic origin (for children age 4 and up).

Ask children to bring in pictures of their grandparents, recent ones or even when they were younger. Make a list of the different names children call their grandparents. Find out more about each child's heritage: languages, cultures, places they have lived.

Five monkeys

Do a variation of this favorite chant:

Five little monkeys jumping on the bed,
One fell off and bumped her head.
Momma called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Continue this until you reach "no more monkeys." Alternate "his" and "her." Substitute daddy, sister, brother, or other family members for Momma.

Another favorite song to adapt is "Old MacDonald Had a Family."

FEELINGS

Children need to know it's OK to have and express feelings. We help them control their actions, and let them know we understand how they feel.

Using words to express feelings is a hard idea for children to learn because words are so abstract. One of the most effective ways to teach children to use words to express feelings is to try to describe feelings: "You look sad that you and Terry had a fight and aren't playing together right now. What happened to make you so mad at each other?" Words such as angry, scared, cooperative, worried, friendly, and even disgusted soon become part of children's understanding of themselves and others.

Magic glasses

Materials: old glasses frames or sunglasses

Tell children these are magic glasses. Use a twinkle or a wink to say "It's just pretend." The first time, you may need to show children how it works. "I'm putting on my magic glasses. Here we go. Now I'm a dad who just found my socks dumped out of the drawer. I'm mad!" Ham it up!

Give each child a turn to put on the glasses and pretend to act like a different person. How would a kindergartner act if she were excited about new shoes? How would a boy who got fingerpaint on his elbow feel? Even the 2's enjoy putting on the glasses and pretending.

Paint to music

Materials: finger or tempera paints, paper, brushes if needed

Play different kinds of music—fast, slow, happy, sad, popular, classical, children's. Suggest that children paint to the music. Remind them that each picture will be different because music gives each of us a different feeling.

Afterwards, repeat the music and let each child see how others painted.

Faces with feelings

Materials: mirror, pictures of diverse people with different facial expressions

As children look at the picture, ask "How do you think that person feels? Have you ever felt that way?" Expect several different answers.

Using the mirror, let the children see what their different facial expressions look like. Talk about whether you can always tell what people are feeling by the look on their faces.

Sing "If You're Happy and You Know It" (page 49).

Talk about feelings through puppets or dolls

Materials: puppets, dolls, paper lunch bags, markers or crayons

It's hard to put feelings into words. Sometimes children are more comfortable talking through puppets or dolls. Use the characters you have, or provide materials for children to make their own puppets.

Older children can draw faces on the bag and put their hand inside. They can use their puppets to talk to babies. Even the 2's enjoy playing with and talking through puppets.

Children may also talk to puppets you are holding to express their feelings.

Or, you could talk with the child's puppet. You might say, "Who is your pal? Tell me about this new friend." After the ice is broken, then you might ask the doll or puppet, "Pasha, you look a bit worried about something. What's on your mind?"

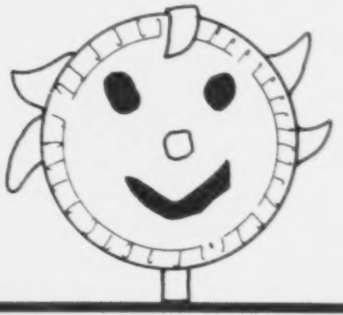
Expressing anger

Calm times are the best times to talk about anger. Encourage children to think of a time when they were angry and hurt someone. Ask "How did you hurt the person? How did that person feel? What else could you have done to say you were mad?"

Make two lists. The first is hurtful ways to express anger, such as hitting another person, breaking things, throwing things, or pouting.

Then make a second list of other ways to express angry feelings, such as pounding clay, banging on a pan or the floor, running fast, saying "I'm really mad!," pounding a pillow, punching a punching bag, or talking with someone they love and trust about how they feel. See if children can come up with other ideas that don't hurt anybody. Your goal is to help them recognize feelings and express them without hurting others or themselves or damaging anything. Urge the children to role play the non-hurtful ways.

You might want to have a pounding pillow or punching bag so children can learn to use it when they are angry. Better yet, if a person made them mad, encourage them to talk to the person about how they feel and why.



Paper plate masks

Materials: paper plates, construction paper, scissors, paste, tongue depressors

Have children decide on a feeling they want to show on their masks. Children can cut or tear pieces of paper to make the face, and might want to make more than one mask.

Ask children to hold the mask up and tell how they are feeling. Perhaps they can share a time when they felt this way.

Variation: Suggest that children cut photos from magazines to paste on plates. This might result in a larger range of emotions.

Sing about feelings

Teach the children "If You're Happy and You Know It"

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, then your face will surely show it,
If you're happy and you know it, clap your hands!

Other verses:

If you're angry and you know it, stamp your feet.
If you're sad and you know it, wipe your eyes.
If you're sleepy and you know it, close your eyes.
If you're excited and you know it, jump up and down.

Children can make up words to this favorite song, too.

Send a giant hug

Materials: rolled paper (shelving, mural, or freezer paper), pencils, yard stick, scissors, glue, crayons and/or markers, decorating items such as fabric or ribbon scraps

Give each child a strip of paper about 30 inches long. Trace one of the child's hands at each end of the strip (with fingers pointing out). Older children can do the tracing for younger children. Draw two lines with the yardstick to connect the hands.

Ask children to cut out their hugging hands and decorate them. Help them carefully fold the paper in thirds so the hands cross over the center. When opened, there's a giant hug!

Feeling circle

Materials: book about an emotion, such as *I Was So Mad!* by Norma Simon

Have children sit in a circle with you to read the book. Then go around the circle and have children tell something that makes them angry (or sad or lonely or whatever, depending upon the story).

Variation: The book *Feelings* by Aliki has wonderful short cartoon-like stories about all kinds of feelings. Each of these could be used separately for a feeling circle.

Crying is OK

Materials: *I Am Not a Crybaby* by Norma Simon or another book that talks about crying as a normal, healthy reaction

Read the story. Talk about how it is OK for anyone—boys and girls, children and grown-ups—to cry when they are sad. Crying helps us feel better.

Have children think of some times they were very sad and cried. What happened after they cried? Ask them if they remember times when an adult they know cried.

Teach children to say "It's OK to cry when you're sad." They will be ready to respond if anyone ever teases them about crying or calls them a crybaby.

FRIENDS

Friends like to be together. They do things together. Friends think about each other when they're apart. They are there in times of need. They accept each other as the human beings we all are. Friendship, like love, is unconditional. Friendships are to be encouraged among all people.

Family day care providers constantly show children how to be friends with many different people. Some children are outgoing so it's usually easy for them to make friends. Others are shy. But nearly all of us can polish friendship skills such as listening, sharing, cooperating, and welcoming.

Help the children understand that friends don't have to play with each other all the time, but they are kind and thoughtful to each other.

Friendship circles

Materials: large piece of paper, markers

Spread the paper out on the floor so everyone can reach. Children draw fairly large circles to stand for themselves. In their circles, ask children to draw things they like to do: favorite toys, tastiest foods, colors they like.

Then ask children to find things in other children's circles which are like theirs. Suggest they draw lines between these things, creating a friendship web. If the children are old enough, they can connect the circles with lines of symbols, such as soccer balls or ice cream cones. Talk about how friends have some things which are alike and some which are different.

My friend and I book

Materials: paper, stapler, markers, clear sticky paper

Children can staple paper together to make their own books. Children dictate their own story about an adventure they had with a friend. You or an older child can write one sentence at the bottom of each page. The children illustrate the cover and each page. Preserve the books by covering them with clear sticky paper.

After they're finished, read the books aloud to the whole group. Put them on your bookshelf to be read again and again. Or, if children would rather, let them take their books home.

People make me feel good

Materials: large sheet of paper, marker

Sit together in a circle. Ask each child to finish the sentence "People make me feel good when they_____. Give some examples such as "smile at me" or "share their toys." List the children's suggestions on a big piece of paper. Go around the circle several times. Be sure to ask them what things they think make the babies feel good, too.

Later, ask children to draw or paste a picture next to each word so children can recognize their words. Periodically, go over the list with the children.

Be a friend

Materials: a book about friends such as Fred Rogers' *Making Friends* or *Will I Have a Friend?* by Miriam Cohen

Read the story, and then ask children questions to help them think. "What is a friend? How do friends treat each other? How many friends can we have? How do we find friends? How are our friends just like us? How are they different? Do we always have to play with them?" Give children words to use when they don't feel like playing with someone: "I'm not ready to play with you now. How about if we sit together at lunch?"

Older friends

Materials: books about friendships between different ages such as *When Grandpa Came To Stay* or *Annie and the Old One*

After reading the story, talk with the children about special things we can do with friends of all ages. Try to arrange to visit an older person in the neighborhood, or have this person visit your day care home. If possible, develop an on-going relationship with this friend.

Taking turns

Materials: a piece of wood or dowel, orange juice can, paper

Enlist children's aid in making a microphone. One way is to attach a juice can to a dowel, then cover it with paper. Or fluff out a small paper bag and tie it around the end of a wooden spoon.

Use this microphone to help children learn to take turns. While sitting in a circle together, explain that only the person holding the microphone can talk. Ask a question they may all want to answer at once, such as "Can you think of a time when you were very scared?" Pass on the microphone so a child can talk. Continue until each child who wants a turn has had one.

Use the microphone for any discussion. An egg timer might help children know when to pass the microphone along.

Warm fuzzys

Materials: yarn, scissors

Explain to children that warm fuzzys are when you say something nice to someone or do something to help them or make them feel good. Ask for ideas about how they give warm fuzzys to each other (remember baby, too).

Children can make puffs with yarn, about five per child. Children can cut yarn in 4- or 5-inch lengths, then tie several lengths together to make a puff. One warm fuzzy goes home. Put the rest in a Warm Fuzzy Jar decorated by the children.

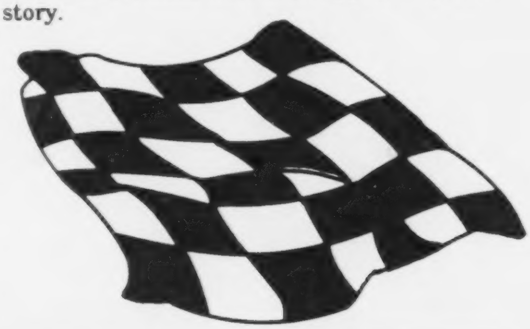
With the children, make a Warm Fuzzy Bulletin Board or poster. Every time a child does something nice for another child, or says something that makes a child feel good, the recipient gets to take a warm fuzzy from the jar and put it on the bulletin board.

At the end of the day, let the children share how all the fuzzys on the board got there. Children can drop their fuzzys in the jar, ready to start fresh each day.

Friend puppets

Materials: small paper plates, tongue depressors, yarn, markers, fabric scraps

Supply children with materials to make puppets. Babies might like to tear their plates, so that's OK, too. After the puppets are complete, encourage the children to make up a puppet show about friends. If they seem uncertain the first few times you do this, read a story about friends first and suggest they act out the story.



A special friend

Materials: *Corduroy, Pocket for Corduroy, Play With Me,* or "The Teddy Bear's Picnic"

Sometimes pets, dolls, or stuffed animals can be very special friends. Read one of the stories. Ask children to bring a doll or stuffed animal special friends the next day.

Have a picnic with everyone including dolls and stuffed animals—outside if it's nice, inside if it isn't. For background music, play "The Teddy Bear's Picnic" if it's available.

During the picnic have the children notice the similarities and differences in their friends. Talk about how friends can be very different and still be very special friends.

Faraway friends

Materials: writing paper, pencils, map

Friends can also be pen pals. Think of someone faraway to write a letter to, such as a former family day care child who has moved away, or a grandparent of one of the children, or maybe even a brother or sister who is away at school.

Everyone loves to get mail. Exchanging letters is a great way to get to know people in another city, state, or country. Older children can mark locations on the map. Seek out a diverse group of regular pen pals.

All kinds of friends

If the children in your day care home are all from one background, try to get to know children from other ethnic groups. Help them make all kinds of friends by exchanging visits with another family day care home. Take trips to parks and playgrounds in multiethnic neighborhoods. Arrange to visit day care centers or nursery schools with multiethnic children. From babies to school-age, children like to make new friends and expand their world.

Goodbye book

Materials: photos, construction paper, glue, crayons, markers, punch, yarn, clear sticky paper

Whenever a child is leaving your family day care home, get everyone involved to make a goodbye book. Start with photographs of the child on the first page, as an infant and now. Encourage the child to draw him/herself on the second page.

Follow this with a photograph of the child's family (including pets) and the child's drawing of the family on the next page. Finally, put in pictures of yourself and the other children in the family day care home. Urge each child to draw a picture for the book.

Punch holes, tie together with yarn, cover with clear sticky paper for durability, and give the book to the child on the last day. Children can take away many fond memories of what a special friend they are to all.

I AM SPECIAL

When children do and hear, they believe: "I am glad to be me," "I am worthwhile," "I am loved for just who I am," and "I am OK!" Touching and hugging help children feel special and loved and good about themselves.

Dislike of ourselves—not self-centeredness—is what causes trouble in the world. Children who feel good about themselves feel no need to put others down. Teaching children to love themselves for who they are is the most important thing a provider can do.

High self-esteem comes from acceptance, respect, love, having your needs met, security, choices, learning from mistakes, laughter, play, and being healthy and fit. It doesn't come from good-behavior stickers, comments such as "great job," or awards for reading books.

Names are special

Materials: markers, paper, yarn, straw

Write, or have older children write, each child's name. Why is it special? Suggest that children ask parents why they were given their names. Post names near coat hooks. Use job charts with children's names. Write names on children's artwork. Make pancakes shaped in children's first initials.

Before long, children will want to write their own names. Write their name, using capital and lowercase letters, as an example. They might want to trace or try to copy their name. Say, "You really are working hard to learn to write your own name." Praise the effort, not the results, which may not yet resemble letters. That's OK, too.

Scraps of yarn, nature items collected on a walk, or pieces of straws can be used by older children to make their names.

Names are important to children's self-esteem, so do special things with them as often as possible.

I am special

Materials: paper, marker, ribbon

Each of us is special. No one else is quite like we are, not even if we are twins. When we wake up each morning we put on an imaginary sign that says "I Am Special." Explain this to children as you hold your sign (made in advance) in front of you.

Then tell them that as we go through the day, every time anyone says or does something that hurts our feelings, we feel a little less special.

Variation for school agers: Ask one child to hold the "I Am Special" sign. The others think of things that people say or do to make people feel bad. With each suggestion, the child tears off a bit of the sign.

Then have each child make an "I Am Special" sign. Loosely tie the sign with ribbon around their necks. For the rest of the day, if anyone makes them feel less special, they should tear off a small piece of the sign. You should wear a sign also.

Spotlight

You and the children sit in a circle. One child at a time is in the spotlight—the center of attention. You and the other children take turns saying nice things about the child in the spotlight. Each child should be in the spotlight for 30 seconds to a minute, depending on the responses. If some children are too shy to be in the spotlight, sit with them in the circle until they are ready to participate.

This activity can be repeated each month.

Proud circle

Talk about what being proud means. Explain that we are all rightfully proud of ourselves and things we do well. It's OK to tell people about these things. If you are good at throwing the ball, you can say "I can throw the ball very far." Help children see the difference between these types of statements and bragging, when we compare ourselves to other people and make them feel hurt.

After children understand pride, have them sit in a Proud Circle. Ask children to tell briefly something they are proud that they know how to do. You and the other children may need to help those who can't think of anything.

The proud circle can be done as often as once a week, with a different topic each time. Try not to use topics which lend themselves to being proud of having things such as "I'm proud of my Nintendo." Urge children to be proud of what they can do. Tell us something you are proud of:

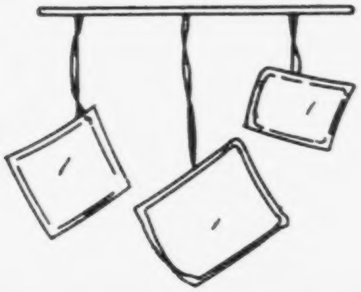
- that you did today
- about your heritage
- about your family
- that you did last summer
- that you made
- that you did for someone else

Also, at the end of each day you can ask the children to think of something they are proud of that they did that day. Add what you feel proud about so children understand that adults share these feelings, too.

I like me

Materials: ***I Like Me!*** **by Nancy Carlson**

After reading the story, have children tell some things they like about themselves, just as the character in the story does. You and the other children can help them think of things if they get stuck.



This is me mobiles

Materials: plastic coat hanger, yarn, photographs, punch

Take pictures of each child doing different activities. Ask parents or other adults to supply pictures of children when they were younger.

When you have enough photos, children can make mobiles of themselves. They can use the yarn to hang the pictures from the hanger at different lengths. Children can make a mobile for the baby also, using just two or three pictures, to hang out of reach but near the baby's crib. Children will feel so special.

My special box

Materials: shoe boxes, materials for decorating them, glue

Children decorate the outside of their boxes with pictures from magazines, scraps of material or yarn, nature objects, or their own drawings.

Keep all the boxes on a special shelf where the children can reach them. Children can put their treasures—a special rock or nut they found on a nature walk, a small toy, an art project, or something they want to show their families—in their special box.

We all make mistakes

Materials: ***Ooops!*** **by Suzy Kline**

Talk about how we all make mistakes, even grown-ups, but that doesn't make us bad people. When we make mistakes, we can learn from them. Let the children talk about a time when they made a mistake and what, if anything, they learned from it.

Share some mistakes you have made. Try to make them funny, so children will realize it's OK to laugh at our mistakes.

My face

Seat the children so they can see you. Gently touch various parts of your face, singing a little chant with your action:

I'm touching my head
I'm feeling my hair
I'm tugging my ears
I'm tapping my nose
I'm covering my mouth
I'm touching my lips

Now have children explore their faces, emphasizing that no two people have faces that feel alike.

Put your hands on your head. Is it hard? Soft? Bumpy?
Stroke your hair. How does it feel?
Touch your nose. Is it fuzzy? Smooth? Warm? Cold?
Feel your eyebrows. Feel the bone underneath.
Continue with ears and other parts.

Voices

Materials: tape recorder, tape

Each of us has a different and distinct voice. Children can readily hear their special voices by listening to themselves and each other.

Tape record each of the children's voices and your own. Play the recording for them, pausing after each voice so the children can figure out who is speaking. Emphasize that being special means having a voice that no one else has—that some voices are high and some are low, some are soft and some are loud.

Variation: If possible include parents and other family members on the tape.

NEW EXPERIENCES IN GROWING UP

Children experience many changes during their early years. They go from being totally dependent upon adults to take care of all their needs to a person who is learning to function independently and to take care of others.

Young children look to adults for feedback about who they are and how they are. Children are like sponges, soaking up every bit of information we provide. Activities on the theme of growing up help children learn how important growing experiences are all their lives.

Changing physical abilities

Ask children to describe the accomplishments a baby in your care has made since infancy. A 6- to 9-month-old would be good, but any age baby is fine. If the baby has been in the family day care home for a while, ask children who remember when the baby learned to roll over, sit up, laugh, or hold a toy.

Then ask the children what they can do that the baby will be learning. Talk about recent successes and new things they are learning to do.

Our size changes

Materials: baby clothes

Ask each child to bring in a piece of clothing they wore as a baby. Have them try to put it on. Compare it with a similar piece of clothing they are wearing.

How are they different from when they were a baby? How much have they grown?

Physical growth chart

Materials: long roll paper, marker

Mount the paper on the wall (use separate pieces for each child to avoid competition or confusion). Have each child back up to the paper. Mark the child's height and label the mark with the child's name.

Every few months, remeasure children so they can keep track of their own growth. Talk about how they have changed since they were measured last.

Food makes us grow

Materials: foods, magazines, paste, large paper

Talk about the four food groups, offering samples to taste and touch for each group:

1. Grains such as whole wheat bread, cereal, pasta, rice—energy to run and play
2. Fruits and vegetables—healthy skin and eyes, healthy bodies to stay well
3. Milk, cheese, yogurt—strong bones and teeth
4. Meat, fish, poultry, eggs—strong muscles

Ask children about their favorite foods in each group. Show them what they ate when they were babies. Describe how each food group helps us grow and stay healthy. Point out that how much we eat changes as we grow.

66

Then have children find colorful pictures of foods from the four groups.

Paste pictures of each group together. Hang the poster where children can see it.

Rest and sleep

Materials: *Bedtime for Frances* by Russell Hoban, magazines, glue, large piece of paper, recordings of relaxing music, player

Read the story and discuss it. Then have children find pictures of people or animals resting or sleeping. Children can glue them on to a large piece of paper and hang where everyone can see.

Play relaxing music, maybe a lullaby. Encourage the children to imitate the sleeping pictures.

Discuss how much babies sleep when they are first born. As we get older, we need less sleep, but even grown-ups like a nap once in a while. Point out how sleep helps us grow and stay healthy.

With older children, talk about dreams.

Going to day care

Materials: *Going to Day Care* by Fred Rogers

Ask children to talk about how they feel about coming to your family day care home. Ask children to figure out why their coming to child care is important to their families. If there is a baby in the group, share with the other children how it is different for the baby than for them. Then read the story.

This is an especially good book to recommend to parents to read together before their children begin a new program.

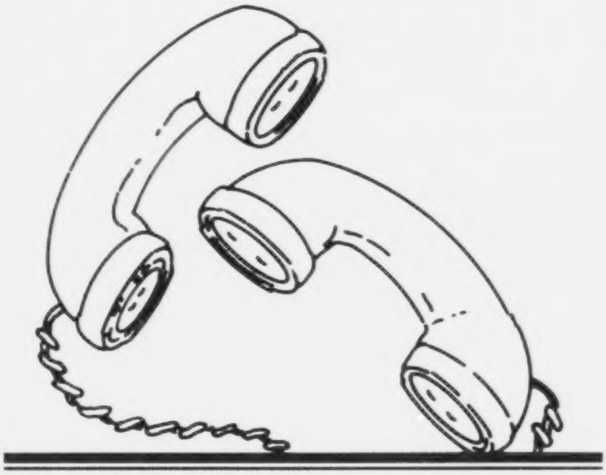
Visit new places

All through life we face new experiences. Help children feel comfortable about going new places by taking short walks around your neighborhood. Point out that they can walk, but that a baby must be carried or put in a stroller to visit these places.

Arrange to go to another home, the elementary school, the fire station, the playground, a restaurant, a gas station, a church, or temple. Point out new things they are learning at each one.

- What are the people there doing?
- Do they wear uniforms or other special clothing? Why?
- Do children have similar places near their homes?

Ask the older children what they learned, and what they think the baby learned.



The telephone

Materials: two toy telephones

Discuss with children how our abilities to talk and communicate with each other grow along with our bodies. Have children talk to each other on the phones. Give children some ideas:

- Pretend to call your parents to tell them what you're doing today.
- Pretend to call a friend to come over to play on Saturday.
- Pretend to call you with some suggestions for snack.

If some children are reluctant to talk with each other, perhaps a phone call from you will entice them. Encourage children to think about all the uses for phones.

- What does the baby do with the phone?
- Can the baby dial or push the buttons?
- What do older people use the telephone for?

With older children, you may even want to talk about how each phone has a different number. They can learn their home phone numbers. Discuss how you have their parents' phone numbers and other emergency phone numbers near your phone.

PARENTS AS PARTNERS

Parents who are active in the family day care home promote their children's ~~positive~~ growth and development. They build high self-concepts in their children.

At the same time, we must remember that parents of young children are usually new at the task of parenting. Keep in mind that "parenthood is a developmental process, with its own challenges, stages, and demands for adaptation and accommodation" (Fenichel & Eggbeer, 1990b, p. 13).

Respect for parents' life styles, jobs, and ethnic or cultural heritages is critical. It is important for you to know what parents expect of their children. Then, if necessary, you can work with parents to develop realistic, age-appropriate expectations.

Parents who get involved in your program's activities pick up lots of useful information and insights about childrearing. These are some ways you may wish to include parents in your family day care:

- Anti-bias, multicultural approach. Talk with parents during your first interview about your anti-bias, multicultural philosophy. Provide parents with a written copy of your policies and procedures that also explains the anti-bias, multicultural approach.

- Curriculum planning. Find out what terms parents use and what they want their children to learn about races and ethnicities, identity, disabilities, and gender. Ask parents for ideas about things to do. Include them in the activities. Get their opinions of your program.

- Activity newsletter. Write a brief monthly parent newsletter to describe activities for the month. Describe why these activities are important. Include interesting tidbits about recent activities. Invite parent input and comment. Suggest they talk with their children about the activities. Some parents may want to contribute to the newsletter.

- Bulletin board. Have a place to hang information about your anti-bias, multicultural curriculum for all the parents to read. Parents may wish to add items they find. Another spot might be reserved for art work children want to display.

- Resources. Share *Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care* and *Helping Children Love Themselves and Others: A Resource Guide to Equity Materials for Young Children* with the parents. Encourage them to get copies so they can try the activities at home.

Family day

Plan a gathering such as a picnic or group activity to include all of the families of children in your family day care home, as well as your own family. Each family might bring food representative of their cultural or ethnic background.

Along with the food, celebrate a family fair. Ask each family to share something special about their particular family culture. Some may wish to bring pictures, music, or special items.

At the end of the picnic, sing together "It's a Small World" or "The More We Get Together."

Celebrate holidays

At the beginning of each month, talk with parents about which holidays you plan to celebrate with children. Discuss how different families and cultures celebrate holidays in different ways. Be sure to note that you celebrate holidays to focus on specific values such as giving thanks or love for one another. Be sensitive to any concerns parents have about your plans, especially for religious holidays.

Ask parents to get involved by dropping by or bringing in ethnic clothing, food, or other materials to add a special family touch to the holidays.

Themes for show and tell

At the beginning of each month, give parents the theme for weekly show and tell. Set aside one day for the event. Some possible themes are something the child has made, something the parent made, an object from another country, a photo of the child when younger, a picture of a family member who lives far away. Themes such as these discourage children from bringing commercial items, and are likely to inspire parents.

Make vegetable soup

Materials: big soup pot, table knives, ladle

Ask parents to go to the grocery store with their children to shop for the children's favorite vegetables, perhaps a bunch of carrots. Set a day for everyone to bring their vegetables to family day care.

Children can wash and cut up their vegetables for homemade vegetable soup. Invite parents to join their children for lunch.

Variation: Do the same idea with fruit to make fruit salad.

Birthdays

Check which of your day care families celebrate birthdays. Then, whenever a child celebrates a birthday, ask the parent(s) to participate in the celebration. Welcome other family members, too.

If they wish, parents can bring the child's favorite food or an ethnic food the child really likes.

Good morning stories

Suggest that parents read a book to children in the morning as well as at bedtime. Here's how it works.

The night before, parent and child choose a good morning story, preferably one that matches your weekly or monthly theme. After the child and parent are ready for the day (or even while riding on public transportation) the parent reads the story to the child. They can talk about it on the way to your day care home.

Reading a book starts the day on a pleasant note for everyone. It could also motivate children to get dressed. And of course the child can share the story with friends at family day care.

Field trip

Whenever you plan a formal field trip, tell parents well in advance. Check that you have written permission for each child. Invite parents to come and lend a hand.

Not every parent can come every time, but all enjoy the opportunity to do something special with their child. Your partnership will grow, too.

Baking for the family

Materials: baking ingredients and utensils

Plan a baking morning with the children. Make cookies, muffins, or a special ethnic delight. Be sure to comply with USDA Child and Adult Care Food Program guidelines. Make extra treats for parents.

Depending on what you make, share the snack when they pick up their children, or hold it for a special surprise the next morning. This will start the parent's day off on a special note. It also lets them know how important you and the children know they are in the whole parent/provider/child relationship. Make enough for your own family so they feel part of the action, too.

Our extended family

Materials: camera, film, posterboard, rubber cement

If you have a camera that you can comfortably lend, this is a great activity. Ask parents to take pictures 1) of themselves at work, and 2) in their homes with family members doing activities separately and together. Take pictures of you, your family day care home, and the children playing in your home.

Use the posterboard for children to make a giant collage of the pictures. Post it where parents and children alike can see the large extended family they are a part of every day. Children will enjoy seeing what other children do at home and what parents do at work.

Parent music day

Invite parents who play or sing to share their talent with the children. Encourage selections they learned as children in their culture. Suggest the parent play a familiar song or two. The children can sing or clap along, as well as just listen.

Supervise children as they touch and try out any instruments. Help them figure out how the sound is made. You may even want to play a record or tape later to see if the children can pick out the now-familiar instrument.

SELF-ESTEEM

Self-esteem is contagious. Children who feel good about themselves don't have to put others down. As a family day care provider, you constantly influence children's self-esteem.

Every time you are friendly, loving, or respectful you send a message that children are worth being treated that way. You encourage children through comments such as "You buttoned your sweater all by yourself!" or "Jerome made these peanut butter crackers for us."

Pick up on these spontaneous opportunities, but plan activities to enhance positive self-esteem, too.

Mirror, mirror

Materials: large unbreakable mirror

Sit in a circle to teach the children this rhyme:

Mirror, mirror that I see
Tell me what you like about me.

Then pass around the mirror. Have everyone say the rhyme together. The child with the mirror looks in it while the rhyme is being said. Then the child holds the mirror up to the ear and pretends the mirror is telling him or her something nice. The child then says the nice thing aloud, for example, "It said I am a hard worker."

Each child gets a turn to look into and listen to the mirror. If a child cannot think of anything, you and the other children might make suggestions: "Is it saying you did a good job putting away the LEGOs™?"

Pat on the back

Whenever children do something special, such as being extra thoughtful of a child, say to them, "Give yourself a pat on the back." They then reach their hand over their shoulder.

Sometimes the whole group will deserve to give themselves a pat on the back. Children love to do this and will soon be asking, "Don't you think we should give ourselves a pat on the back?"

Special person

Materials: large sheets of brown wrapping paper, markers

Draw the outline of each child's body and ask children to write their names on them. Then, one outline at a time, ask children to say nice things about that person, things that make them special. They might say things such as "He is fun to play with," "She shares her trucks," or "He helped me with my castle." Discourage comments about possessions, for example, "She has a nice bicycle." Older children can write the ideas on the body outline. Be sure to add some of your own.

Read the comments every day for awhile, and ask children if they have any things to add.

I think I can

Materials: *Little Engine That Could* by Watty Piper

As you read the book, have the children join in when the little engine says "I think I can, I think I can."

Talk about how it is easier to do hard or new things when we say "I think I can, I think I can." Afterward, any time you see them struggling with a new skill or difficult task, remind them to say "I think I can, I think I can."

Me collage

Materials: magazines, scissors, paste, construction paper

Children can cut out pictures in magazines that either show something about themselves or that mean something special to them. Pictures might be of favorite foods, activities, or family career dreams. Ask children to explain some of their choices.

Collages can then be made as children glue pictures on their own large piece of construction paper. Be sure children's names are on them and then hang them up.

Alexander days

Materials: *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, cardboard, markers, safety pin

Before or after reading the book, talk about how we all have bad days. Sometimes everything goes wrong, but that doesn't mean there is anything wrong with us. Encourage children to share some of their bad days or bad experiences.

Write Alexander's name (or draw his picture). Glue it to a small circle of cardboard and attach a pin to the back. When children have bad days, they can wear the Alexander pin. Everyone will know to be extra nice to them.

You must be proud

When a child accomplishes something, learns a new skill, or does something special, we usually say "I'm really proud of you." Instead, try to say "You must really be proud of what you did." This way, children begin to realize the importance of doing things to please themselves and the other person, rather than always to please an adult!

I cans

Ask the children to think of things they know how to do, such as ride a bike, count to 10, dress themselves, or set the table. Have them shout out things as they think of them, saying, "I can jump rope."

Do this activity frequently and at different times of the day. When the children are least expecting it, just say "What can you do?" and have them shout their "I cans."

Watch for opportunities to discuss stereotypes as they come up.

Our special year

Whenever possible, take photographs of the children at play. Put the photos in a scrapbook (homemade or bought) and let the children dictate captions for each picture.

Keep the book out so children can read it whenever they want. Read through it together now and then. Children love to see themselves in photographs and hear their name in a story.

At the end of the year, you might photocopy special pages of the book for each child.

Hint: Perhaps parents could occasionally donate film and processing.

New and good

Start Mondays by having children share something new and good that happened to each of them during the past week or weekend. This gives children good feelings and begins the week on a positive note! If a child is not feeling well or is upset, reassure the child that it's OK, too.

Our shining stars

Materials: bulletin board, construction paper

Decorate a bulletin board with stars cut out by the children. In large print, write Our Shining Stars. Hang it in an area parents are sure to see. Display children's art work, photos, or projects. Be sure to display a variety of work—not just what you think is the best!

Section II
Celebrate Nontraditional Holidays

Nontraditional holidays are a fine way to promote positive values in children such as independence, appreciation for different people, and concern for the environment. Such holidays can also help break down stereotypes. However, there is also a very real danger that nontraditional holidays will become tokens of different cultures.

These two guidelines will help you keep the focus on the values of nontraditional holidays:

- ▲ Nontraditional holidays need to be celebrated within a background of multiculturalism that already exists in your family day care home.
- ▲ Children need a balanced perspective on holidays.

A good way to achieve this balanced perspective is to emphasize values that children and parents can relate to and understand. Holidays are not just celebrations or memorials, but they promote values and ideas shared by people around the world such as honesty, compassion, and community.

Religion is a very sensitive topic for many parents. Don't ignore a holiday because of its religious significance, but stress how it relates to all people, such as stressing the gift of love or the spirit of giving.

Involve parents

Individually. The better your relationship is with children's parents, the easier it will be for you to discuss problems and issues, including nontraditional holidays. Before you celebrate any holidays with children, talk with parents individually.

- Ask parents which holidays they celebrate in their homes.
- Also ask whether there are holidays they would prefer that their children did not celebrate in the family day care home.

Modify the sample letter on page 61 to share your ideas with parents.

In a group. Group meetings with parents may be appropriate, too. Before you meet, send notes about the holiday you plan to celebrate and invite written or verbal responses. Emphasize that you want to focus on values and ideas you share.

Keep in mind to phrase your comments and questions in ways that encourage cooperation, both between you and parents and among parents. Make sure that parents get a chance to express their concerns.

Parents are a source of so much knowledge about their culture and their own traditional holidays. Try to include them in as many activities as possible, so they can be a part of their children's learning.

Guidelines for celebrations

When you were growing up, what were your family's attitudes about holidays? Those beliefs affect your views and enthusiasm about the celebration of holidays and special occasions now. Try to recognize how your heritage shaped your view of holidays.

Then take a realistic approach. You cannot celebrate every holiday for every culture. However, you can choose a balance of events to emphasize similar values and concepts among many cultures. At Thanksgiving, for example, talk about how different cultures give thanks. The children will learn that people very different from them share the value of giving thanks.

Then on each occasion, show how values, such as respect for elders or giving thanks, are important to children's own lives every day.

Don't glorify war, or people whose model of strength comes from violence. Instead, celebrate heroines or heroes who decried violence, or were strong in other ways.

Include people with disabilities, people of different colors, and of other beliefs. Talk about how anyone, including children, can be heroes or heroines. Point

Dear Parent:

In my family day care home, we celebrate a variety of traditional and nontraditional holidays and special occasions. These occasions highlight positive values. They come from all different countries, races, ethnicities. Some you will have heard of, while others may be unfamiliar at first.

Nontraditional holidays and special occasions can be a wonderful way to promote positive and desired values in children. We all want children to appreciate differences in people, to do things on their own, and to be concerned about the environment.

Nontraditional celebrations can also help break down common stereotypes about people, such as individuals with disabilities, the elderly, or those of color.

If possible, I would like to include holidays and special occasions you celebrate in your own home. Also, please let me know if there are events you would find uncomfortable for your child to celebrate in our family day care home.

If you have the time, I would like to talk with you about my approach to holidays. We could set up a time to meet, or schedule a telephone call. Your written comments or questions would be appreciated.

Sincerely,

Your Family Day
Care Provider

out that males can have heroines and females can have heroes.

These ideas, and the calendar that follows, will get you started on this anti-bias, multicultural approach to marking important events in our lives.

Holiday calendar

Before the beginning of each new year, make a special day activity calendar. Try several holidays and special occasions of different nations, races, and minority groups. Emphasize how many different holidays from all over the world have similar values. The calendar ideas beginning on page 64 include a wide selection.

Food and drink

Ask parents to bring in recipes for favorite food or drink for a special occasion in their culture. If possible, they could even prepare the food with the children. Pass along the recipes to other parents so they can make the foods at home.

You can also serve the dish or drink every once in a while in your family day care home. This way, children won't feel like they're eating some strange food from an exotic culture. Instead, they can look forward to eating these tasty delights regularly.

Holiday visitor

Invite someone to come in to briefly explain the holiday. Plan with the visitor. Discuss what type of presentation would work best, considering the ages and interests of the children. Parents or others can talk about why a particular holiday is important.

Their main goal will be to point out the values for which it stands. Remind children about other special days that have similar values. Use concrete things that symbolize values, such as signs, labels, clothing, or pictures that the children can make, wear, or display.

Here are some possible ideas about how to help children understand the meaning of the Civil Rights Movement.

Rosa Parks Story

Begin by telling what happened not so very long ago, when the children's parents or family member were about their age:

One day, a black woman named Rosa Parks was riding home on a bus after a long day of work. She was very tired. She got on the bus and found a seat.

Now her city had a special law. If there weren't enough seats on the bus for white people, black people were supposed to give up their seats to them. Soon after she got on, the bus seats were full. More people got on.

But Rosa was exhausted. She said, "No," she wouldn't give up her seat. Rosa Parks was arrested and put in jail.

Many people heard what happened. They didn't think it was fair. So the black people in her town said, "We aren't going to ride the bus any more until the law is changed."

For one year they didn't ride the bus. Finally, the law was changed!

Rosa Parks and many other people wanted African Americans to be treated fairly. All across the country, people began to insist on their civil rights.

Materials: bus props, tickets, shopping bags

Children will most likely want to act out the story. Everyone can be involved. Use chairs or stools or boxes for bus seats. Children can choose who will be the bus driver, Rosa Parks, person who wanted a seat, the police officer, and passengers on the bus. Let children direct the action and use their own words. Props such as bus tickets and shopping bags might be used.

After the children have finished reenacting what happened, talk about how each of the people involved probably felt: Rosa Parks, the driver, the person who wanted Rosa's seat, the police officer. Why did they do what they did?

Expand children's play if they're interested. You could build on themes including transportation, women in history, the Civil Rights Movement, or laws.

Field trips

Sometimes special occasions fit in with a local museum or historical site. Plan the trip with the children, and prepare them for the event. Talk about what you are going to see. Give children something to do while they're there. For example, show them a picture of a painting at a museum you're going to visit. Ask the children to find it at the museum. This will give them a real sense of discovery.

If you visit a historic site, match the trip with how it fits into things that happened that make sense to children. Perhaps you can visit the birthplace of a person who grew up to help others. Read or tell stories about the person's work before you visit the site. Ask children to think of ways the person's efforts are still being carried out today. How could each of you help others in a similar way?

Babies like the bright colors and moving objects that nearly always can be found in museums. Remember, all children will get the most out of the trip if they can touch as well as see and hear. Focus on just a few exhibits, rather than trying to see everything. Keep the action moving along so the children's interest remains high. They'll be eager to make more trips to learn and appreciate the world around them.

Independence days

Materials: construction paper, paste, scissors

Whenever an independence day arrives, show children a flag of that country (most encyclopedias have them).

You can either have the older children make a large flag together to hang up, or have them all make individual flags to take home. If you go with the smaller, individual flags, encourage children to collect the flags and to remember what flag represents what country.

With the older children, locate the country on a map or globe. Also show them pictures of children and grown-ups from each country. Read a story together about the country to the children. Keep in mind that holidays may change in some areas.

Emphasize how important freedom and independence are to people all around the world. Be sure to use terms and ideas children can understand.

Giving thanks

One of the most difficult American holidays to celebrate appropriately may be one that seems to be the easiest. Here's why.

Thanksgiving: A Sensitive Misconception

Most people think of friendly Pilgrims and Indians at Thanksgiving.

Instead, many historians agree that **IF** there was a feast in America with Native Americans and European settlers, all the food was supplied by the Native Americans. The people who already lived here were trying to help the colonists survive the harsh winter.

Other historians believe that the first Thanksgiving feast had a far different meaning. They think the Europeans had a feast because they had killed more than 100 Native Americans.

Either way, we know that Native Americans taught the colonists how to find food in this country. They showed the Europeans how to grow crops. They helped them manage through the tough times. In return, the Native Americans were robbed of their homes and lands. Their people were slaughtered by the Europeans.

Many Native Americans cannot celebrate the traditional American Thanksgiving. That day is a sad reminder of the destruction of lives and nations Native Americans had built here for thousands of years.

How do you celebrate an American Thanksgiving once you know the real history of its beginnings? People want to hang on to that image of friendly Pilgrims and Indians and won't let go of it easily.

We recommend that you let children and parents learn the facts of Thanksgiving. Then, emphasize the spirituality of the holiday. Discuss it as a holiday for giving thanks for all that one has. Focus on it as a day to celebrate the harvest of the crops for the winter, rather than as a holiday to remember the Pilgrims.

Days of thanks and harvests are celebrated in many countries, as you will note on the calendar.

Questions to think about

- Did your parents emphasize special occasions and the values behind them?
- How were holidays celebrated in your home, or in your friends' homes?
- How do you celebrate holidays or special occasions now?

Section III
Calendar

January

1	**New Year's Day**—celebrated in 123 nations
	Independence Day—Cameroon, Haiti, Western Samoa, Sudan
3	**Birthday of Lucretia Mott**—women's rights pioneer, anti-slavery leader, pacifist, Quaker preacher, 1793-1880
4	**Birthday of Louis Braille**—French inventor of the Braille system for people who are blind, 1809-1852
6	**Theophany**—Armenian Christmas
	Birthday of Maria Montessori—Roman educator whose innovative nursery school revolutionized ideas about early childhood education, 1870-1952
	Dia De Los Reyes—the first Sunday, or the 6th of January, children in some Latin American countries receive toys to commemorate the visit of the three kings to the Christ child
7	**Christmas**—Ethiopian (Ganna), Greek, Russian, and other Orthodox Christians who follow the Julian calendar celebrate Christ's birthday on this date
10	**Iroquois Midwinter Ceremony**—the Iroquois people of Canada and the United States participate in sacred rituals that signify midwinter renewal of the tribe. Also the Iroquois New Year
	George Washington Carver's Death—African American scientist who derived hundreds of products from soybeans, peanuts, and sweet potatoes, 1864-1943
11	**Birthday of Harriet Converse**—Native American, first woman elected Chief of the Six Nations, 1836-1903
	Independence Day—Chad
14	**Pongal**—harvest festival of southern India that honors the sun and rain that ripen the rice crops

15 **Birthday of Martin Luther King Jr.**—minister, Nobel Peace Price winner (1964), and advocate of civil rights, 1929-1968

16 **Independence Day**—Lithuania

23 **Independence Day**—Mexico

24 **Birthday of Maria Tallchief**—of Native American and Scottish-Irish heritage, prima ballerina, 1925-

26 **Australia Day**—people reenact the first landing at Sydney of prisoners brought from England to colonize Australia

Republic Day—India's Independence Day, 1950

31 **Birthday of Benjamin Hooks**—African American, National Association for the Advancement of Colored People (NAACP) official, civil rights leader, 1925-

Thirteenth Amendment Passed—abolishing slavery, 1865

Birthday of Jackie Robinson—first African American to play in major league baseball, 1919-1972

February

TET—Vietnamese New Year Festival, celebrated in either late January or February (Lunar Calendar—same as Chinese New Year)

Chinese New Year—celebrated in either January or February (Lunar Calendar—same as Vietnamese New Year)

Black History Month—contributions of African Americans are recognized

Brotherhood/Sisterhood Week—initiated in 1934 by the National Council of Christians and Jews to emphasize the importance of a cooperative community, starts third Sunday of the month

1 **National Freedom Day**—commemorates signing of the 13th Amendment prohibiting slavery

Birthday of Langston Hughes—African American, poet, author, and playwright, 1902-1967

2 **Groundhog Day**—in Canada and the U.S., if the groundhog sees its shadow when it emerges, 6 weeks more of winter will follow

3	**Setsubun**—the Japanese bean-throwing festival drives out evil spirits and celebrates the beginning of spring
4	**National Women in Sports Day**
	Birthday of Betty Friedan—author, first president of the National Organization for Women (NOW), 1921-
6	**Birthday of Bob Marley**—Jamaican musician who helped bring reggae into the musical mainstream with his group Bob Marley and the Wailers, 1948-1986
9	**Birthday of Alice Walker**—African American author whose book, The Color Purple, won a Pulitzer Prize, 1944-
10	**Birthday of Leontyne Price**—first African American international opera star, 1927-
11	**Japanese Foundation Day**—celebrates the birth of the Japanese nation in 660 B.C.
	Nelson Mandella—released from a South African prison after being detained 27 years as a political prisoner, 1990
12	**Birthday of Abraham Lincoln**—16th President of the U.S., 1809-1865
	Mother's Day—Norway
14	**Valentine's Day**—Canada, Europe, U.S.
	Birthday of Frederick Douglass—former slave who became a leader of the Abolitionist movement, strong proponent for women's rights, and consultant to President Lincoln, 1817-1895
15	**Birthday of Susan B. Anthony**—American of English heritage who fought for women's suffrage under the 14th Amendment to the U.S. Constitution, 1820-1906
16	**Basant Panchami**—Hindu festival celebrates spring and also honors Sarasvati, the Hindu goddess of learning and the arts
17	**Birthday of Julia de Burgos**—Puerto Rican poet and journalist, 1914-1953
18	**Birthday of Toni Morrison**—African American novelist, 1931-
	Independence Day—Gambia
21	**Tincunaco Ceremony**—in Argentina, mothers and godmothers perform a traditional ceremony that honors children

21 **Independence Day**—Dominican Republic

Anniversary of Wounded Knee—Native American

March

Women's History Month—commemorates when women textile and garment workers in New York City demonstrated against low wages and 12-hour work days

Women's History Week—starts on the first Sunday

National Nutrition Month—to raise awareness of the importance of a healthy diet

Purim—Jewish holiday, remembers the fight for religious freedom in either February or March

Ramadan—Muslim, ninth month of Muslim calendar is devoted to fasting, occurs in March, April, or May

Fastelavn—late February, early March, many children in Denmark dress in costumes and go from house to house to receive coins, candy, and buns as part of preparation for Lent

Mardi Gras—late February, early March, carnivals, parades, and merriment mark the beginning of Lent in the U.S., France, Italy, and Brazil

Kiddies' Carnival—late February, early March, Trinidad and Tobago, exclusively for children as their own pre-Lent festival

1 **Sam Il Chul**—commemorates Korean independence from Japan

4 **Birthday of Jeannette Rankin**—first woman elected to U.S. House of Representatives, pacifist, was the only Representative to vote against joining both World War I and World War II, 1880-1973

5 **Black American Day**—observes the day that Crispus Attucks died in the American Revolution, the first African American to do so

8 **International Women's Day**—national holiday in China and the U.S.S.R. honoring working women

10 **Harriet Tubman's Death**—born a slave, this African American woman establshed the Underground Railroad to free slaves from the South, 1821-1913

16 **Black Press Day**—anniversary of the founding of the first Black newspaper in the U.S. in 1827

17	**St. Patrick's Day**—commemorates the patron saint of Ireland who, in 432 A.D., introduced Christianity into Ireland
20	**First Day of Spring—Northern Hemisphere** **First Day of Autumn—Southern Hemisphere**
21	**No Ruz**—New Year's Day for Iran
	International Day for the Elimination of Racial Discrimination
	Birthday of Benito Juarez—Mexican patriot
	Children's Poetry Day—U.S.
27	**Holi**—Hindu celebration of the coming spring harvest, children and adults throw water and colored powders at each other
31	**Birthday of Caesar Chavez**—American of Mexican heritage, a labor organizer and spokesperson for Mexican-American farm workers, 1927-

April

	Disabled Awareness Month
	Special Olympics
	Earth Day—special day for environmental concern
	Boon Hok Nam—Laotian New Year, usually around April 13 or 14, lasts 5 days
	Arbor Day—last Friday of the month
	Week of the Young Child—U.S.
	Passover—Jewish holiday, commemorates the escape from Egyptian bondage, 8 days in April or May, sometimes starts in March
	Easter—Christian holiday, commemorates death of Christ, during March or April
1	**April Fool's Day**—since 1564, a day for pranks
	Cherry Blossom Festival—celebrates the blossoming of Japanese cherry trees in Washington, D.C.
	Independence Day—Switzerland
2	**International Children's Book Day**—fosters understanding among the young by increasing their knowledge of other cultures through literature

5 **Ch'in Ming Festival (Ancestors Day)**—a Chinese ceremonial day commemorating the deceased, a national holiday in Taiwan

Birthday of Booker T. Washington—founded the Tuskegee Institute, the first school of higher learning for blacks, 1856-1915

7 **World Health Day**—United Nations formed the World Health Organization, its goal is to have health care available to all by the year 2000

Flower Festival—celebrated in Japan to commemorate Buddha's birthday

11 **Civil Rights Act of 1968**—anniversary

16 **Sandrant—Cambodian** New Year

Jim Thorpe Day—Native American athlete who was entered into football's Hall of Fame

27 **Independence Day**—Austria

29 **Tencho Setsu**—birthday of deceased Emperor Hirohito and a national holiday in Japan

May

Asian-Pacific American Heritage Week—commemorates the arrival of Japanese immigrants in U.S.

Native American Day—second Saturday in May, not celebrated by all Native Americans

Mother's Day—second Sunday, U.S.

Independence Day—Israel

International Jumping Frog Jubilee—the town of Angels' Camp, California, sponsors frog jumping contests in the spirit of Mark Twain's story, "The Celebrated Frog of Calaveras County," third weekend in May

1 **Labor Day**—Malta

May Day—celebrates end of winter and beginning of spring and summer, of Romanian origin, day of the May Pole

5 **Tengo-No-Sekku (Children's Day)**—originally celebrated in Japan as Boy's Day, children fly kites in the shape of a carp, which symbolizes courage, strength

Cinco de Mayo—anniversary of the 1892 battle of Puebla, in which Mexican forces defeated French invaders

13 **Birthday of Stevie Wonder**—black musician and composer who is blind, 1950-

17 **Brown vs. Board of Education**—anniversary of Supreme Court decision banning racial segregation in schools

21 **Victoria Day**—Canada

26 **Independence Day**—Guyana

27 **Children's Day**—Nigeria

Mother's Day—France, Sweden

29 **Birthday of John F. Kennedy**—35th U.S. President, started the Peace Corps, 1917-1963

30 **Memorial Day**—U.S., honors those who died in defense of their country

June

Children's Day—U.S., second Sunday

Father's Day—U.S., third Sunday

1 **Birthday of Abby Smith**—refused to pay taxes while women were denied the vote, 1797-1878

International Children's Day—China, Poland, U.S.S.R.

2 **American Indian Citizenship Day**—commemorates day in 1924 when Congress conferred citizenship on American Indians

7 **Children's Day**—Norway

10 **Race Unity Day**—focuses attention on the principles of unity in diversity

12 **Philippine Independence Day**—commemorates the Declaration of Independence from Spain in 1898

14 **Flag Day**—U.S., the Continental Congress adopted first official American flag on this day in 1777

17 **Children's Day**—Indonesia

Independence Day—Iceland

21 **Summer Begins—Northern Hemisphere**
Winter Begins—Southern Hemisphere

23 **Birthday of Wilma Rudolph**—African American runner who won three gold medals in the 1960 Olympics, 1940-

27 **Birthday of Emma Goldman**—lecturer, advocate of free speech and women's rights, 1869-1940

July

National Ice Cream Day—third Sunday

1 **Dominion Day**—commemorates establishment of the Dominion of Canada in 1867

Day of the Child—Argentina

2 **Birthday of Thurgood Marshall**—first African American man to become a Supreme Court Justice, 1908-

4 **Independence Day**—U.S., commemorates signing of Declaration of Independence in 1776

5 **Independence Day**—Venezuela

7 **Tanabata (Star Festival)**—Japanese celebration of the stars

8 **Festa dos Tabuleiros**—Portuguese festival giving thanks for food and health

9 **Independence Day**—Argentina

14 **Bastille Day**—commemorates the beginning of the French Revolution of 1789

15 **Youth Festival**—Singapore

17 **Constitution Day**—adoption of the Republic of Korea's (South Korea) constitution in 1963

20 **Independence Day**—Columbia

21 **Independence Day**—Belgium

24 **Birthday of Simon Bolivar**—South America, "The Great Liberator" dreamed of independence for Spanish colonies; led what is now Columbia, Venezuela, Equador, Bolivia, and Peru to eventual independence, 1783-1830

26 **Independence Day**—Republic of Liberia

28 **Independence Day**—Peru

August

Nisei Week—last week in August, celebrates accomplishments of Japanese-Americans

Independence Day—Jamaica, first Monday in August

1 **Confederation Day**—anniversary of the founding of the Swiss Confederation in 1291

Birthday of Maria Mitchell—the first American woman astronomer, discovered comet, 1818-1889

2 **Birthday of James Baldwin**—black author and playwright, wrote *Go Tell It on the Mountain*, 1924-1987

5 **Birthday of Mary Beard**—feminist historian and labor organizer, led 1909 seamstress strike, 1876-1958

6 **Hiroshima Day**—memorial observance for victims of the atomic bombings in 1945

Independence Day—Bolivia

10 **Independence Day**—Equador

13 **Birthday of Lucy Stone**—one of the founders of the first phase of the Women's Movement, supported civil rights for women and blacks; kept her own name after marriage, 1818-1893

14 **Independence Day**—Pakistan

15 **Independence Day**—India

Independence Day—South Korea

Independence Day—Republic of Congo, Brazzaville

Harvest Moon Festival—Chinese Thanksgiving, celebration of the harvest of summer crops

16 **Independence Day**—Cyprus

17 **Birthday of Marcus Garvey**—Jamaican of African heritage, a leader of the African American movement in the U.S., 1887-1940

Independence Day—Indonesia declared independence from the Dutch on this day in 1945

26 **Women's Equality Day**—commemorates the anniversary of the 19th Amendment, giving women the right to vote, 1920

September

	Rosh Hashana—Jewish New Year
	Yom Kippur—Jewish Day of Atonement, the most solemn day of the year, devoted to fasting and prayer
	Sukkot—Jewish thanksgiving, celebrates the harvest
	National Hispanic Heritage Month
	Labor Day—U.S., first Monday
	Native American Awareness Week—fourth week, not celebrated by all Native Americans
	American Indian Day—fourth Friday
	Grandparent's Day—in the U.S., first Sunday after Labor Day
	Monarch Butterfly Migration—every fall the monarch butterflies of Canada and the northern U.S. travel thousands of miles south for the winter
2	**Vietnam Independence Day**—establishment of the Democratic Republic of Vietnam in 1945
8	**Father's Day**—Australia
10	**Moon Festival**—Chinese holiday to show gratitude for a good harvest
	Chusok—Korean harvest festival
12	**Birthday of Jesse Owens**—African American athlete, won four gold medals at the 1936 Berlin Olympics, 1913-1980
14	**Birthday of Margaret Sanger**—sex education and family planning pioneer, 1879-1966
15	**Independence Day**—Costa Rica
	Independence Day—El Salvador
	Independence Day—Guatemala
	Independence Day—Honduras
	Independence Day—Nicaragua
	Respect for the Aged Day—Japan
16	**Independence Day**—Mexico
	Muharram (New Year)—Islam

16	**World Gratitude Day**—an international thanksgiving
17	**Citizenship Day**—honors new citizens of the U.S.
18	**Independence Day**—Chile
19	**Yam Festival**—Ghana, the harvest of yams is celebrated with dancing and drumming to usher in the New Year
21	**Philippine Thanksgiving Day**
22	**Autumn Begins—Northern Hemisphere** **Spring Begins—Southern Hemisphere**
	Native American Day
24	**Birthday of E. Franklin Frasier**—African American scholar and writer, author of *The Negro Family*, 1894-1962
28	**Birthday of Frances Willard**—peace activist, worked for the rights of labor and women, headed the Women's Christian Temperance Union, 1839-1898
29	**Birthday of Caroline Yale**—co-creator of a system that taught speech to people who are deaf, 1848-1933
30	**Independence Day**—Botswana

October

	Universal Children's Day—first Sunday, as established by U.S. Congress
	Popcorn Month—Native Americans introduced popcorn to the colonists who ate it with milk and sugar
1	**Independence Day**—Nigeria, marks the beginning of independence from Britain in 1960
2	**Birthday of Mahatma Gandhi**—India, 1869-1948
	Independence Day—Guinea
	Birthday of Ruth Owen Rhode—first U.S. woman foreign minister from 1933-1936, first woman Congressional leader from the South, 1885-1954
8	**Birthday of Jesse Jackson**—African American civil rights activist, has twice sought Democratic Party's nomination for president of U.S., 1941-
9	**Independence Day**—Uganda

12	**National Coming Out Day**—gay, lesbian, and bisexual groups proclaim this day as one for those who declare their sexual orientation with pride and courage **Dia de la Raza**—South American commemoration of the discovery of America **Columbus Day**—birthday of Christopher Columbus, who made several voyages to the Americas **Thanksgiving Day**—Canadian Harvest Festival
13	**Mother's Day**—Argentina
16	**World Food Day**—to increase public awareness of the world food problems
17	**Black Poetry Day**—recognizes the contribution of African American poets to American life and culture
24	**United Nations Day**
25	**Independence Day**—Republic of Zambia
26	**Birthday of Mahalia Jackson**—African American gospel singer, sang at the 1963 March on Washington, 1911-1972
27	**Teddy Bear Day**—celebrates birthday of their namesake, President Theodore "Teddy" Roosevelt
28	**Independence Day**—Czechoslovakia
29	**National Organization for Women**—formed on this date in 1966
31	**Halloween**—an ancient celebration combining Druid autumn festivals and Christian customs, this Christian feast dates from the seventh century

November

	Thanksgiving—U.S., fourth Thursday **American Education Week**—starts second Sunday **National Children's Book Week** **Hmong New Year**—usually begins in mid-November to December, the Hmong are an ethnic group from the highlands in Laos
7	**Birthday of Marie Curie (born Maria Sklodowska)**—Polish scientist who earned the Nobel Prize twice for chemistry and physics, first woman to win Nobel Prize, 1867-1934

11	**Veteran's Day**—U.S., honors all who served in the U.S. forces
	Birthday of Abigail Adams—First Lady who advised her husband John Adams to "remember the ladies" and include them in the U.S. Constitution, 1744-1818
	Independence Day—Rhodesia
	Father's Day—Norway
12	**Birthday of Elizabeth Cady Stanton**—a leader of the women's rights movement, advocated for women's suffrage, 1815-1902
13	**Birthday of Louis Brandeis**—first Jewish member of the U.S. Supreme Court, founder of Brandeis University, 1856-1941
14	**Children's Day**—India
15	**Hitchi-Go-San**—all children in Japan aged 3, 5, and 7 are taken to shrines to offer thanks for good health
17	**Homemade Bread Day**—all cultures use bread as a mainstay of their diet, many different kinds worldwide
18	**Birthday of Sojourner Truth**—freed slave, courageous opponent of slavery, 1797-1883
19	**Equal Opportunity Day (U.S.)/Anniversary of the Gettysburg Address**—delivered by President Lincoln in 1863
22	**Independence Day**—Lebanon
28	**Independence Day**—Albania
29	**Independence Day**—South Yemen
30	**Independence Day**--Barbados

December

	Chanukah—Jewish Festival of Lights commemorating the fight for freedom from Syria
1	**Proclamation of the Republic**—Central African Republic
1	**Rosa Parks**—sparked black civil rights movement by refusing to give up her seat on a bus in Montgomery, Alabama
	Independence Day—Portugal

5	**National Council of Negro Women**—founded in 1935 in the U.S.
6	**Independence Day**—Finland
9	**Independence Day**—Tanzania
10	**International Human Rights Day**—anniversary of the United Nations' Declaration of Human Rights in 1948
16	**Philippine Christmas**—begins with the commemoration of the journey to Bethlehem and concludes on January 6
	Las Posadas (lodging)—the Mexican-American community celebrates Las Posadas to commemorate the birth of Christ. To symbolize Joseph and Mary seeking shelter in Bethlehem, a couple carrying a doll walks from house to house singing songs and asking for shelter, the residents sing in reply, refusing. On the 24th, the couple is accepted into the house and given food and drink, symbolizing the finding of the stable where Christ was born on Christmas Day.
21	**Winter Begins—Northern Hemisphere** **Summer Begins—Southern Hemisphere**
	Chinese Winter Festival—thanks are offered to parents and elders for their blessings
24	**Independence Day**—Libya
25	**Christmas Day**—105 nations, commemorates birth of Christ
26	**Kwanzaa**—African American harvest festival, lasts through January 1, is celebrated by African Americans to honor African ancestors and traditions
27	**Ta Chiu**—Taoist festival of peace and renewal

Note: Adapted from 1990 Multicultural Calendar and Birthdate Supplement, San Diego Unified School District, 4520 Pocahontas Avenue, San Diego, CA 92117. Adapted by permission.

Develop your own calendar of nontraditional holidays

- NOTES -

PART C.
RESOURCE GUIDE TO EQUITY MATERIALS FOR YOUNG CHILDREN

THE WOMAN IN THE MOON

Introduction to the Resource Guide

We begin with a brief Checklist for Books, Toys, and Materials. You can use this list to help you choose the best children's books, posters, recordings, and other teaching resources for your family day care home.

The second section is an Annotated Bibliography of Children's Literature. We reviewed hundreds of children's books to find the best anti-bias and/or multicultural books. Only 20 years ago, children's books rarely included females, children from many heritages, and differently abled people as main characters. Females often were portrayed as weak, stupid, or inferior to the males.

Today, more books have female characters who are strong, intelligent, and equal to the males in the story. Many of the best books include children and adults from several ethnic groups. Books with other anti-bias messages are also more common.

It may require a little extra effort to locate some of these books, but we believe you will find the effort worthwhile. Many are in your local library. Some can be found in bookstores. Many are available in paperback. Most are available through the catalogs of the companies listed in this Resource Guide. All are available from Skippack Children's Books, also listed in Section IV.

Section III is an Annotated Bibliography of Resources for Adults to help you expand your understanding of anti-bias and multicultural issues. Many of the books contain information about specific cultures. Others outline activities you can plan for children. These books make fine additions to your professional library and can be shared with parents.

Companies With Anti-Bias and/or Multicultural Books and Materials are listed in Section IV. Some companies focus on anti-bias, peace, and multicultural materials; others have a few items on these themes.

To send for free catalogs, write or call each company. Many companies have toll-free phone numbers that you can locate by calling 800-555-1212. For your convenience, we have also grouped some companies by the type of materials they offer.

Section V lists many organizations that offer information for child care providers and parents. Many of these organizations have local support groups.

We urge you to share this unique Resource Guide. As a partner with parents in the care of their child, encourage them to borrow these books from the library or buy some of them for their children.

Also, be sure to share this information with librarians. They will appreciate the help in finding appropriate books to add to the library.

A handy form to order materials from **The Children's Foundation** appears at the back of the book.

Section I
Checklist for Books, Toys, and Materials

Books	YES	NO
Are characters able to solve their own problems?	☐	☐
Do the character's actions emphasize the importance of helping others?	☐	☐
Do the words put down any culture, gender, ability, race, or age?	☐	☐
Do any pictures put down any culture, gender, ability, race, or age?	☐	☐
If there are several characters, is there a balance of active males and females?	☐	☐

Toys and Materials	YES	NO
Does this item stereotype people by gender, race, ethnicity, or ability?	☐	☐
Does the packaging or marketing of the item show stereotypes or ethnic bias?	☐	☐
Does the item have a TV counterpart that promotes bias and/or violence, either directly or through hidden messages?	☐	☐
Is the item useful in several different situations and equally available for all children?	☐	☐
Does this item reflect the philosophy and goals of my family day care home?	☐	☐
As a whole, do my toys and materials encourage cooperation and celebrate diversity in my family day care home?	☐	☐

Section II
Annotated Bibliography of Children's Literature

Each book in this selected list is coded to help you make an easy and informed selection. The codes are listed here and on each page for your convenience. No attempt was made to ensure an equal number of books about boys and girls in each category. Some books do not meet all of the coded categories.

Main character's gender:
F = Female
M = Male

Main character is:
AS = Asian
AN = Animal
B = Black
H = Hispanic
NA = Native American
W = White

Multiethnic:
X = Included

Other:
SN = Special needs
AB = Story with strong anti-bias message

Alphabet, Counting, & Concept Books

GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
	B			**AFRO-BETS ABC Book.** Cheryl Willis Hudson. African American children form the letters of the alphabet. Some of the colorful objects pictured are African. Ages 2-6.
	B			**AFRO-BETS 123 Book.** Cheryl Willis Hudson. Similar to **AFRO-BETS ABC Book.** The children show numbers from 1 to 10. Ages 2-6.
				Anno's Counting Book. Mitsumasa Anno. Trees, people, many other things are added to an empty field—always one more of everything. The child can find and count objects. Ages 3-7.
F		X		**Bathwater's Hot.** Shirley Hughes. A girl discovers opposites during her day. Ages 2-4.
	AN			**Brown Bear, Brown Bear, What Do You See?** Bill Martin, Jr. A beginning book on colors answers the title question in rhymes about different animals. Ages 2-6.
				Chicka Chicka Boom Boom. Bill Martin, Jr. "A told B and B told C, I'll meet you at the top of the coconut tree." So begins this poem/rap. Letters of the alphabet climb a tree, fall down, pick themselves up, and climb again. Ages 2-6.
		X		**Color Dance.** Ann Jonas. Three girls and a boy dance with colored scarves to show how the primary colors combine to make new hues. Ages 2-6.
F/M				**Hole Is to Dig: A First Book of Definitions.** Ruth Krauss. Children are encouraged to think of their own definitions for words. Ages 3-8.
				I Read Signs. Tana Hoban. Exit, Stop, and many other signs are presented in colorful photographs. Ages 2-5.
		X		**Is It Red? Is It Yellow? Is It Blue?** Tana Hoban. Children can find several colors in photographs of everyday objects. Ages 2-6.
				Most Amazing Hide-and-Seek Alphabet Book. Robert Crowther. Each letter has a picture hiding under a tab. Ages 3-6.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Most Amazing Hide-and-Seek Counting Book. Robert Crowther. Numerals 1 to 100 hide a picture. Ages 3-7.				
Planting a Rainbow. Lois Ehlert. A mother and child plant flowers that grow into a bold rainbow of colors. Ages 3-6.	F	W		
Red Is Best. Kathy Stinson. A girl prefers a red cup, red paint, red boots—in fact, she thinks red is best for everything. Ages 2-6.	F	W		
Ten, Nine, Eight. Molly Bang. From 10 small toes to one little girl ready for bed, this is a nighttime countdown. Ages 2-4.	F	B		
Very Hungry Caterpillar. Eric Carle. A caterpillar eats its way through the book's pages, assorted foods, and days of the week. Young children enjoy poking their fingers through the little holes. Ages 2-5.		AN		
Young Joe. Jan Ormerod. Young Joe counts different animals, adding one on each page. Ages 18 months-5 years.	M	B		

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Appreciating Likenesses & Differences

GENDER	RACE/ CULTURE	MULTI- ETHNIC	OTHER	
F	AS	X		**Angel Child, Dragon Child.** Michele Maria Surat. Ut, a Vietnamese, is teased by the other children. Then she makes a friend, and soon her whole school is helping to bring her mother to America. Ages 4-8.
	B			**Black Is Brown Is Tan.** Arnold Adoff. Written in verse, this story features an interracial family. Ages 2-7.
F	AS	X	AB	**Chinese Eyes.** Marjorie Ann Waybill. When she is called Chinese Eyes, a Korean girl is upset. Her Caucasian mother reassures her. Ages 4-8.
M	AS		AB	**Crow Boy.** Taro Yashima. Classmates tease a Japanese boy. He deals with his feelings and finally triumphs. Ages 4-8.
	AN		AB	**Frederick.** Leo Lionni. Frederick, a field mouse, is a dreamer who gathers colors and words while the other mice gather food, but they come to appreciate his special talent. Ages 3-7.
		X	AB	**Free To Be . . . You and Me.** Marlo Thomas. This collection of anti-bias stories, poems, and songs celebrates the uniqueness of each individual. All ages.
M	W			**Gila Monsters Meet You at the Airport.** Marjorie Weinman Sharmat. A funny confrontation of stereotyping as a New York City boy moves west and is sure that he will hate chasing buffalo and sitting on cacti. Ages 3-8.
F	AS	X		**How My Parents Learned to Eat.** Ina R. Friedman. A girl tells how her Japanese mother and American father met, fell in love, and learned about different ways to eat. Ages 4-8.
M	W	X	AB	**Jesse's Dream Skirt.** Bruce Mack. Jesse asks his mother to make him a skirt that will twirl. He wears it to his child care center. Ages 4-7.
F	H	X		**Jo, Flo, and Yolanda.** Carol de Poix. Triplets lead similar lives in a city apartment, but are very different people. English and Spanish. Ages 3-6.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Katy No-Pocket. Emmy Payne. Katy the kangaroo has no pouch in which to carry her baby, so she explores how other animal mothers carry their babies. Ages 3-8.	F	AN		
Kylie's Song. Patty Sheehan. Everyone knows that koalas cannot sing, but Kylie can. Her unique talent is put down by others in the forest, but with hard work and determination she earns the respect of the creatures. Ages 4-9.	F	AN		
Oliver Button Is a Sissy. Tomie DePaola. Some children call Oliver a sissy because he likes to play dress-up, draw, and dance. After he appears in a talent show, the children change their minds. Ages 3-8.	M	W		AB
Paul and Sebastian. Rene Escudie. Two boys are not allowed to play together because they live in two different kinds of houses. They become best friends anyway, and teach their parents something about differences. Ages 4-8.	M	W		AB
Story of Ferdinand. Munro Leaf. A peace-loving bull refuses to fight. He would rather sit under a tree and smell the flowers. English and Spanish. Ages 4-7.		AN		
What Is a Girl? What Is a Boy? Stephanie Waxman. Photographs are used to explain physical differences and challenge some common stereotypes. Ages 4-8.			X	AB
Why Am I Different? Norma Simon. People's differences—from physical appearance to families to homes—are appreciated. Ages 3-8.			X	AB
Why Does That Man Have Such a Big Nose? Mary Beth Quinsey. A sensitive way to deal with children's questions about physical and ethnic differences is shown. Ages 3-8.			X	AB
William's Doll. Charlotte Zolotow. William wants a doll, but no one will get it for him because he is a boy. Then his grandmother, who understands his need to nurture, buys him one. Ages 3-7.	M	W		AB
You Be Me, I'll Be You. Pili Mandelbaum. Anna, who has a white father and a black mother, explores what it would be like to switch skin colors with her father. Ages 4-8.	F	B	X	

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Babies and Toddlers

Note: Most of the books in this section are board books.

GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
		X		**Alphabet.** Fiona Pragoff. Simple photographs of familiar everyday objects invite children to name letters.
		X		**Babies.** Stephanie Calmenson. Drawings of multiethnic babies doing things that babies can do are featured. A father is shown caring for a baby.
M	B			**Baby Says.** John Steptoe. A baby tries to get his brother's attention.
		X		**Baby's Catalogue.** Janet Ahlberg and Allan Ahlberg. Babies love to look at and name the things on each colorful, detailed page. See something new each time.
		X		**Baby's Colors.** Neil Ricklen. Each baby is dressed in a featured color.
				Big Bird's Color Game. Children's Television Workshop/*Sesame Street.* Children help Big Bird guess what the color is while naming the items.
		X		**Clap Hands, Say Goodnight, All Fall Down,** and **Tickle, Tickle.** Helen Oxenbury. Babies romp through the pages, inviting baby to play.
		X		**Here Are My Hands.** Bill Martin, Jr. and John Archambault. Children from many ethnic groups show their body parts.
		X		**Let's Play, My Favorite Thing, Let's Eat, Sleepy Time,** and **Our Best Friends.** Gyo Fujikawa. From mud puddles to swings, toddlers laugh and play their way through these books.
		X		**Little Babies.** Photographs by Debby Slier. A close-up color photograph of a different baby appears on each page.
		X		**Look Baby! Listen Baby! Do Baby!** True Kelley. All kinds of babies see, hear, and do all kinds of things.
		X		**Look Baby Photo Books.** Macmillan. These oversized books feature color photographs of babies in action. Titles include **Time for Play, Favorite Things, My Busy Day,** and **Animal Day.**

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
101 Things To Do With A Baby. Jan Ormerod. A girl discovers 101 things to do with her baby brother. Ages 18 months-6 years.			X	
Pudgy Noisy Book. Deborah Shine. Babies can imitate the featured sounds.			X	
See What I Can Be! Gyo Fujikawa. Children pretend to be a farmer, a veterinarian, a teacher, and other workers.			X	
You Go Away. Dorothy Corey. Toddlers see that their parents will come back after they go away. A father does laundry.			X	

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Cultural Awareness

GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
M	B			**Anansi, the Spider.** Gerald McDermott. This folk tale from the Ashanti culture of West Africa tells how Anansi is saved from terrible fates by his three sons, and then must decide which son to reward. Ages 3-8.
F			SN	**Apple Pie and Onions.** Judith Caseley. Rebecca visits her grandmother's apartment. She meets Grandma's friend, who uses a wheelchair. Ages 3-8.
	B			**Ashanti to Zulu.** Margaret Musgrove. This alphabet book portrays 26 different African tribes in stunning illustrations. Ages 3-8.
F	B			**Bimwili and the Zimwi.** Verna Aardema. This folk tale from Zanzibar tells about a girl who outwits a big ogre. Ages 4-8.
		X		**Bread, Bread, Bread.** Ann Morris. Color photographs show different kinds of breads eaten around the world. **Hats, Hats, Hats** is similar. Ages 2-8.
M	B			**Bringing the Rain to Kapiti Plain.** Verna Aardema. A cumulative tale from Kenya invites children to repeat the rhymes. Ages 2-8.
		X		**Chag Sameach! A Jewish Holiday Book for Children.** Patricia Schaffer. A visit is shared with many different families who celebrate Jewish holidays. Ages 3-9.
F	B			**Cornrows.** Camille Yarbrough. Stories about the African American tradition are woven as children get their hair braided. Ages 3-8.
		X		**Count Your Way Through Russia.** Jim Haskins. Children learn about the culture while learning to count in Russian. Also available for Africa, China, Germany, Israel, India, Italy, Japan, Korea, Mexico, Canada (in French), and the Arab countries. Ages 4-8.
M	W/B			**Country Far Away.** Nigel Gray. Each page is divided into two stories. In one, an African boy tells about his life. In the other, an American boy has similar experiences. Ages 4-8.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Family in South Korea. Gwynneth Ashby. The text and photographs describe many aspects of life in South Korea including daily routines, jobs, foods, school, holidays, and games. Other books in this series include Bolivia, Chile, India, Japan, Liberia, Mexico, and Pakistan. Ages 3-10.			X	
Gift of the Sacred Dog. Paul Goble. A Plains Indian child's courage and determination is rewarded by the Great Spirit as horses, or Sacred Dogs, are given to his tribe. Ages 4-8.	M	NA		
Girl from the Snow Country. Masako Hidaka. Set in Japan, this story tells about a girl's adventures on a snowy day. Ages 3-8.	F	AS		
Girl Who Loved Wild Horses. Paul Goble. Brilliant illustrations highlight this tale of a Plains Indian girl devoted to her tribe's horses. Ages 3-8.	F	NA		
I Am Eyes—Ni Macho. Leila Ward. A young girl in Kenya wakes up with the words "I am eyes" and enjoys all of the beautiful sights. Ages 3-8.	F	B		
Jafta. Hugh Lewin. Jafta, a young African, compares his actions to those of different animals. Ages 2-6.	M	B		
Jambo Means Hello: A Swahili Alphabet Book. Muriel Feelings. The alphabet is used to teach Swahili words. A different feature of East African family life is illustrated on each page. Ages 3-8.		B		
Josephine's 'Magination. Arnold Dobrin. Josephine, a Haitian, helps her mother sell brooms at the market and uses her 'magination to develop an intriguing new twist to the brooms that makes them sell better. Ages 4-8.	F	B		
Legend of the Bluebonnet. Tomie DePaola. A young Comanche sacrifices her doll to bring an end to the drought and finds a new flower, the bluebonnet. Ages 4-8.	F	NA		
Moja Means One: Swahili Counting Book. Muriel Feelings. Through counting, East African life is portrayed. Ages 3-8.		B		
Mufaro's Beautiful Daughters. John Steptoe. This African folk tale tells about a kind daughter, a selfish daughter, and their fates. Ages 4-8.	F	B		

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GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
M				**My Little Island.** Frane Lessac. A boy takes his friend with him to visit the Caribbean island where he was born. The illustrations portray life on the island. Ages 3-8.
M	NA			**Nannabah's Friend.** Mary Perrine. Nannabah, a Native American, ventures out on her own for the first time and makes a new friend. Ages 4-8.
F	AN			**Nine-in-One Grr! Grr!** Blia Xiong. This Laotian folk tale tells about a tiger and a bird. The colorful illustrations resemble Hmong story cloths. Ages 4-8.
M	B			**Not So Fast Songololo.** Niki Daly. A young South African helps his grandmother take a trip to the city. Ages 3-8.
	AS			**Park Bench.** Fumiko Takeshita. The text, written in both English and Japanese, shows everything that happens during one day on a park bench in Japan. Ages 3-8.
		X		**People.** Peter Spier. Each page contains numerous detailed drawings of things that people around the world do. Topics include clothing, games, houses, food, and language. Ages 2-8.
	B			**People Could Fly.** Virginia Hamilton. Twenty-four tales of Black American folklore are included. Age 4 up.
F	NA			**Promise Is a Promise.** Robert Munsch and Michael Kusugak. An Inuit story tells about a girl in the Arctic who has an adventure with an imaginary creature. Ages 4-8.
M	AS			**Tikki Tikki Tembo.** Arlene Mosel. Children love to recite the long name of the boy in this Chinese folk tale. Ages 4-7.
M	H			**Uncle Nacho's Hat.** Harriet Rohmer. In this bilingual Nicaraguan fable, Uncle Nacho tries to get rid of his old hat, but it keeps coming back to him. Ages 4-8.
F	NA			**Very Last First Time.** Jan Andrews. A young Inuit girl collects mussels beneath the sea ice. Ages 4-7.
		X		**Way To Start a Day.** Byrd Baylor. Various peoples, from Peruvian Indians to Egyptians, celebrate the dawn. Ages 4-8.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Yagua Days. Cruz Martel. Adan, who grew up in New York, visits Puerto Rico with his family and discovers how special the country is. Ages 5-10.	M	H		

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Families

Note: Several books that address children's feelings when a sibling arrives are listed under **Feelings**.

GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
F	W			**Adoption Is for Always.** Linda Walvoord Girard. A girl begins to understand what adoption really means. Ages 5-10.
		X	AB	**All Kinds of Families.** Norma Simon. Families can have many different makeups and lifestyles. Ages 4-7.
F	W			**At Daddy's on Saturdays.** Linda Walvoord Girard. A girl's father moves into an apartment. She visits on Saturdays and learns that he does not stop loving her. Ages 4-8.
		X		**Being Adopted.** Maxine B. Rosenberg. Three children who have been adopted by families with racial and cultural heritages different from theirs share their feelings and experiences. Ages 4-10.
F	W			**Big Sister and Little Sister.** Charlotte Zolotow. Big sister always takes care of little sister. One day they learn that they can take care of each other. Ages 3-7.
F	W			**Blueberries for Sal.** Robert McCloskey. A girl and bear cub accidently exchange mothers while picking berries. Children love the suspense as they wait to see when the mistake will be noticed. Ages 3-6.
F	B			**Chair for My Mother.** Vera B. Williams. A girl, her mother, and her grandmother work together to buy a new chair after a fire destroys their house. Ages 4-8.
F	AN			**Country Bunny and the Little Gold Shoes.** Du Bose Heyward. A mother bunny with 21 children becomes the Easter Bunny, despite the doubts of all the other bunnies. Ages 4-8.
	W		AB	**Daddy Makes the Best Spaghetti.** Anna Grossnickle Hines. Corey's parents have fun and share household tasks with him at the end of the work day. Ages 3-6.
	AN			**Dinosaurs Divorce: A Guide for Changing Families.** Laurene Krasny Brown and Marc Brown. The story of divorce is told in cartoon form with a simple, direct text. Ages 4-8.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Everett Anderson's Nine Month Long. Lucille Clifton. Everett's mother has remarried and is expecting a new baby. Rhyming text and black and white drawings illustrate feelings and experiences. Ages 4-8.	M	B		
Families. Meredith Tax. Angie lives with her mother and visits her father, stepmother, and half-brother. She describes her friends' families, which come in all shapes and sizes. Ages 3-7.			X	AB
Family Farm. Thomas Locker. Full-page color paintings help tell the story of a Midwestern farm family and their struggle to keep their farm in hard times. Ages 4-8.		W		
Free To Be . . . A Family. Marlo Thomas and Friends. This collection of stories, poems, and drawings depicts various kinds of families. All ages.			X	AB
Friday Night Is Papa Night. Ruth Sonneborn. Pedro is excited when his father, who works two jobs, finally comes home for the weekend. Ages 3-7.	M	H		
Grandpa. Barbara Borack. A girl and her grandpa have fun together. Ages 3-8.	F	W		
Grandpa's Face. Eloise Greenfield. Tamika learns that even though her grandfather has many faces because he is an actor, he always loves her. Ages 3-7.	F	B		
Here I Am, an Only Child. Marlene Fanta Shyer. The ups and downs of being an only child are presented. Ages 3-8.	F	W		
How Does It Feel To Be Old? Norma Farber. A grandmother spends the day with her granddaughter and shares her views on aging in an honest and sometimes funny way. Ages 3-8.	F	W		
How You Were Born. Joanna Cole. A clear explanation of how babies are born is provided with black and white photographs. Ages 4-9.			X	
I Wish I Had My Father. Norma Simon. This story of a child without a father provides a basis for discussion of single-parent families. Ages 3-8.	F	W		
I Won't Go Without a Father. Muriel Stanek. A boy who lives with his mother does not want to attend his school's open house without a father. Ages 4-8.	M	W	X	

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F	W			**It's Just Me, Emily**. Anna Grossnickle Hines. A mother and her daughter enjoy a silly hide-and-seek game. Ages 2-5.
F	B			**Just Us Women.** Jeannette Caines. A girl and her aunt plan a special long car trip together. Ages 3-8.
F	W			**Keeping Quilt.** Patricia Polacco. Anna's mother makes her a quilt from a basket of old clothes to remind her of their family in Russia. For generations, the quilt is used at important family events. Ages 3-8.
F	AS		AB	**Lots of Mommies.** Jane Severance. The children at school laugh when Emily says she has "lots of mommies." Then Emily gets hurt on the playground and the children see how wonderful it is to have four women to comfort her. Ages 4-8.
F	AN			**Make Way for Ducklings.** Robert McCloskey. A mother duck stops traffic in Boston to take her ducklings home. Boston dedicated a Mallard Family Sculpture in the Boston Garden in honor of McCloskey and his classic book. Ages 3-8.
F	B			**Me and Neesie.** Eloise Greenfield. Neesie is Janell's best friend, but because no one can see her, no one believes she is real. When Aunt Bea comes to visit, Neesie causes a stir. Ages 3-8.
F	W			**Mom and Dad Don't Live Together Anymore.** Kathy Stinson. A picture book about a girl whose parents are separated. Ages 3-8.
F	AN			**Mulberry Bird: Story of an Adoption.** Anne Broff Brodzinsky. A mother bird tries hard to take care of her baby. She realizes that she must make a plan for her baby to be cared for by a new family. Ages 4-10.
M	W			**My Grandson Lew.** Charlotte Zolotow. Lew and his grandmother share their memories of Grandpa. Ages 4-8.
F	W			**My Mom Travels a Lot.** Caroline Feller Bauer. A family looks at the pros and cons of having a mother who travels on business. Ages 3-7.
F	W			**My Mother's House, My Father's House.** C. B. Christiansen. A girl lives with her mother during the week and with her father on weekends. Although she knows both parents love her, she dreams of the house she will have someday where she can live 7 days a week. Ages 3-8.

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Nana Upstairs and Nana Downstairs. Tomie DePaola. Tommy loves his family's visits to his grandmother, Nana Downstairs, and his great-grandmother, Nana Upstairs. When Nana Upstairs dies, his family's closeness helps him accept her death. Ages 3-8	M	W		
New Baby at Your House. Joanna Cole. Photos show new babies' arrivals at different homes, and their sisters' and brothers' feelings and experiences. Ages 3-8.			X	
New Coat for Anna. Harriet Ziefert. Set in post-World War II Europe, the illustrations and text tell the story of Anna and her mother. They trade their possessions for materials to make Anna a winter coat. Ages 4-8.	F	W		
No Bigger Than My Teddy Bear. Valerie Pankow. A baby brother is born prematurely and must stay in the intensive care nursery. Ages 3-8.	M	W	X	
Now One Foot, Now The Other. Tomie DePaola. Bobby teaches his grandfather to walk again after he has a stroke. Ages 3-8.	M	W		
On Mother's Lap. Ann Herbert Scott. A young Inuit discovers there is room on his mother's lap for him and the new baby. Ages 2-6.	M	NA		
Our Baby: A Birth and Adoption Story. Janice Koch. This story of conception and birth is written especially for children who have been adopted. Ages 4-9.				AB
Quilt Story. Tony Johnston. A mother makes her daughter a special quilt, which comforts two generations of girls. Ages 3-8.	F	W		
Something Special for Me. Vera B. Williams. Rosa, her mother, and grandmother save coins in a jar to buy a special birthday present. Ages 4-8.	F	B	X	
Sometimes a Family Has To Split Up. Jane Watson and Robert Switzer. Different kinds of families are featured as a boy's parents split up. Ages 2-5.	M	W	X	
Stevie. John Steptoe. An only child is forced to share his mother and toys with a young boarder. Ages 4-8.	M	B		
Tell Me A Story, Mama. Angela Johnson. A girl asks her mother to tell her stories about her childhood. Ages 3-8.	F	B		

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F	W			**Three Days on a River in a Red Canoe.** Vera B. Williams. Two children, their aunt, and mother take an adventuresome canoe camping trip. Ages 5-9.
M	W		SN	**Through Grandpa's Eyes.** Patricia MacLachlan. A boy spends a day with his grandfather who is blind. He begins to understand his grandfather's special way of seeing. Ages 4-8.
M	W	X	AB	**Tight Times.** Barbara Shook Hazen. A father loses his job and the family has some tight times. The father cries, too. Ages 3-8.
M	AS	X		**We Adopted You, Benjamin Koo**. Linda Walvoord Girard. Benjamin tells how he came from Korea to America. He talks about his feelings, experiences, and the fact that he is getting a new baby sister from Brazil. Ages 4-10.
F	W			**Wednesday Surprise.** Eve Bunting. A girl teaches her grandmother to read. Ages 4-8.
F	W			**What Did My Mommy Do Before You?** Abby Levine. This question is answered as a woman is shown as a baby and during her growing-up years. The book ends with her child's birth. Ages 3-6.
F	B			**What Mary Jo Shared.** Janice May Udry. Mary Jo has something very special to share during Show and Tell Time—her father. Ages 3-6.
F	W			**When I Was a Baby.** Catherine Anholt. A 3-year-old and her mother look through the family album and share memories of the girl's first year. Ages 2-6.
F	W	X		**You Were Born on Your Very First Birthday.** Linda Walvoord Girard. The concepts of pregnancy and birth are introduced. Ages 2-7.

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Feelings

	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Baby Sister for Frances. Russell Hoban. Frances, the badger, deals with the emotions of having a baby sister. Ages 3-8.	F	AN		
Birthday for Frances. Russell Hoban. Frances becomes very jealous when her sister has a birthday. Ages 3-8.	F	AN		
Book of Hugs. Dave Ross. All kinds of hugs are featured, including octopus hugs and sandwich hugs. Ages 3-10.			X	
Double-Dip Feelings: Stories to Help Children Understand Emotions. Barbara S. Cain. Children are helped to understand that they can have two different feelings at the same time. Ages 3-7.			X	AB
Everett Anderson's Goodbye. Lucille Clifton. A boy grieves after his father's death. Ages 4-8.	M	B		
Feelings. Aliki. Aliki's drawings of all kinds of children, combined with assorted glimpses of different feelings, can be good discussion starters. Ages 3-8.			X	
Feelings Alphabet. Judy Lalli. Twenty-six photographs show children experiencing emotions. Ages 3-8.			X	
Grownups Cry Too. Nancy Hazen. A boy learns that we all cry sometimes—when we are scared, hurt, sad, tired, and even happy. English and Spanish. Ages 4-8.			X	AB
Harriet's Recital. Nancy Carlson. Harriet worries about her first recital. She overcomes her fears. Ages 3-8.	F	AN		
Hating Book. Charlotte Zolotow. One child always seems to get the better of another until they decide to play together. Ages 3-7.	F	W		
Honey, I Love. Eloise Greenfield. A child's view of love is portrayed in this collection of poems. Ages 4-8.	F	B		
I Am Not a Crybaby! Norma Simon. Joey learns that people of all ages cry in all kinds of situations. Ages 4-9.	M	W		AB
I Was So Mad! Norma Simon. Everyone gets angry, and that's OK. Ages 4-7.			X	

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F	AN			**I Wish I Was Sick, Too.** Franz Brandenberg. Elizabeth envies Edward when he gets sick and gets all of the attention. Then she gets sick. Ages 3-8.
F	B			**Jamaica Tag-Along.** Juanita Havill. Jamaica's big brother will not play with her. She remembers how she felt when a younger child wants to play with her. Ages 3-8.
F	B	X		**Janine and the New Baby.** Iolette Thomas. A girl's feelings and experiences when a baby sister arrives are recounted. Ages 3-8.
F	W			**Jessica and the Wolf.** Theodore E. Lobby. Children see how they can help themselves when they have bad dreams. Ages 4-8.
M	W	X		**Katie Bo: An Adoption Story.** Iris L. Fisher. An American family adopts a Korean baby girl. Her older brother describes what happens and how he feels. Ages 3-8.
F	AN			**Little Rabbit's Baby Brother.** Fran Manushkin. Little rabbit experiences many feelings as her family welcomes a new baby. Ages 4-8.
F	W			**Love You Forever.** Robert Munsch. A mother's enduring love lasts through the various stages of life. All ages.
F	W			**Mommy and Me By Ourselves Again.** Judith Vigna. Her mother's boyfriend has left, leaving Amy very sad. She discovers other people who love her. Ages 3-8.
F	W	X		**My Mother's Getting Married.** Joan Drescher. A girl deals with her feelings about sharing her mother with her new step-father. Ages 3-8.
M	B			**Peter's Chair.** Ezra Jack Keats. Peter feels displaced when his furniture is repainted for the baby. Ages 3-6.
M	B			**She Come Bringing Me That Little Baby Girl.** Eloise Greenfield. Kevin deals with his jealousy over the baby and then shows her off with pride. Ages 3-6.
	W			**Sometimes I'm Jealous.** Jan Werner Watson. A child feels jealous when a baby arrives. Other books by Watson include **Sometimes I Get Angry** and **Sometimes I'm Afraid.** Ages 3-6.

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Temper Tantrum Book. Edna Mitchell Preston and Rainey Bennett. Different animals feel angry about things such as taking a nap or stopping their play. Ages 2-6.		AN		
When Grandpa Came To Stay. Judith Caseley. When Grandma dies, Grandpa comes to stay with Benny's family. Benny learns about dealing with grief. Ages 4-8.	M	W		
Will You Come Back for Me? Ann Tompert. A girl needs a lot of reassurance that her mother will pick her up at her new child care center. Ages 3-6.	F	AS	X	

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Friendship

GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
M	H			**Amigo.** Byrd Baylor. Francisco tames a prairie dog so he can have a pet. Ages 4-7.
M	AN			**Amos and Boris.** William Steig. When Amos the mouse rolls off a ship in the middle of the ocean, Boris the whale is there to help. The two become devoted friends. Ages 3-8.
F	W			**Anna Banana and Me.** Lenore Blegvad. Anna's fearlessness inspires her playmate, who has many fears. Ages 4-8.
		X		**Are You My Friend Today?** Gyo Fujikawa. Activities of preschool friends are portrayed with imaginative illustrations. Ages 2-5.
F	AN			**Best Friends for Frances.** Russell Hoban. Frances, the lovable badger, convinces her friend Albert to allow girls in his sports activities. Ages 3-8.
F	B			**Corduroy.** Don Freeman. Lisa falls in love with a lonely teddy bear and buys him with her own money. Ages 2-6.
	AN			**Fanny and Sarah.** Jane D. Weinberger. A white duck and a black cat are very good friends who help each other out. Ages 2-6.
F/M	AN			**George and Martha.** James Marshall. Two lovable hippos teach the meaning of friendship in five short stories. Ages 3-8.
M	H			**Gilberto and the Wind.** Marie Hall Ets. A boy finds a playmate in the wind, which has many moods and can do many different things. Ages 3-8.
F	W			**I Know A Lady.** Charlotte Zolotow and James Stevenson. An older woman makes the neighborhood children feel special by always finding the time to talk, by sharing small gifts, by waving and smiling. Ages 3-8.
M	W			**Ira Says Goodbye**. Bernard Waber. Ira's best friend is moving away and he is having a very hard time saying goodbye. Ages 3-8.

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Jamaica's Find. Juanita Havill. When Jamaica finds a lost stuffed dog in the park, she also finds a new friend. Ages 3-8.	F	B	X	
Jessica. Kevin Henkes. Jessica, Ruthie's imaginary friend, does everything with her. When Ruthie begins school, she finds a real friend named Jessica. Ages 2-7.	F	W	X	
Madeline. Ludwig Bemelmans. Irresistible Madeline lives in "an old house in Paris that is covered with vines" with "twelve little girls in two straight lines." The other Madeline books have been favorites for years, too: **Madeline and the Gypsies, Madeline in London, Madeline's Rescue,** and **Madeline's Christmas**. Ages 3-8.	F	W		
Making Friends. Fred Rogers. One of Mister Rogers' First Experience Books, he talks to young children about friends. Ideas are illustrated with color photographs of different children. Ages 2-7.			X	
Nettie Jo's Friends. Patricia C. McKissack. Nettie Jo asks her animal friends for help, but ends up helping them. Later, they all come back to help her in this Southern tale of generosity and friendship. Ages 3-8.	F	B		
Paper Crane. Molly Bang. Business is slow at a roadside diner until the owner befriends a stranger who gives him a magical paper crane, which changes his luck. Ages 4-8.	M	AS	X	
Pet Show! Ezra Jack Keats. Friends and their pets put on a show. Ages 4-9.		B	X	
Play With Me. Marie Hall Ets. A girl cannot get animals in the woods to play with her until she sits down very quietly. Ages 2-6.	F	W		
Pocket for Corduroy. Don Freeman. Lisa and Corduroy enjoy their friendship and adventures in a multiethnic urban neighborhood. Ages 2-6.	F	B	X	
Rosie and Michael. Judith Viorst. No matter what happens, Rosie and Michael remain friends in this funny story. Ages 3-8.	F/M	W		
Ty's One-Man Band. Mildred Pitts Walter. Ty makes friends with a stranger who has a physical disability and promises to show Ty his one-person band. The whole town enjoys an evening of dancing. Ages 4-8.	M	B		SN

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M	W	X	AB

Will I Have a Friend? Miriam Cohen. A boy who is just starting school worries about making friends, but finds that it is easy. His father takes his son to school. A stereotyped image of Native Americans should be discussed with children. Ages 3-8.

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Growing Up & New Experiences

	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Alfie Gives a Hand. Shirley Hughes. Four-year-old Alfie takes his blanket with him to a party, but puts it down when someone needs his help. Ages 3-6.	M	W	X	
Annie and the Old One. Miska Miles. A Native American learns about life and aging from her grandmother. Ages 4-9.	F	NA		
Badger's Parting Gifts. Susan Varley. When Badger dies, his animal friends remember what he has taught them. Ages 4-8.	M	AN		
Bedtime for Frances. Russell Hoban. Frances, the badger, has many reasons for not going to bed. Ages 3-8.	F	AN		
Big Alfie and Annie Rose Storybook. Shirley Hughes. Multiethnic illustrations combine with stories about young Alfie and his baby sister Annie Rose. Ages 3-8.	M	W	X	
Bread and Jam for Frances. Russell Hoban. When Frances wants to eat only bread and jam, Mother lets her. Soon she asks for regular meals. Ages 3-8.	F	AN		
Children's Manners Book. Alida Allison. Manners are really just treating people nicely and helping them feel good. Ages 2-6.			X	
Day the TV Blew Up. Dan West. Ralph's TV blows up, so he has a funny adventure discovering the library. Ages 3-8.	M	W	X	
Dinosaurs, Beware! A Safety Guide. Marc Brown and Stephen Krensky. A funny book in which cartoon dinosaurs illustrate many safety tips, including some for playgrounds and talking to strangers. Ages 3-8.		AN		
Donald Says Thumbs Down. Nancy Evans Cooney. Donald, a preschooler, decides it is time to stop sucking his thumb. He tries several ways to quit. Ages 2-6.	M	W	X	
Eat Up, Gemma. Sarah Hayes. Baby Gemma does not want to eat. Bright illustrations depict her family life. Ages 2-6.	F	B		
First Grade Can Wait. Lorraine Aseltine. A boy decides that maybe staying in kindergarten an extra year will not be so bad after all. Ages 3-6.	M	W	X	

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F	W			**Georgia Music.** Helen Griffith. A girl visits her grandfather at his country cabin in Georgia. Then she tries to make him feel at home when he comes to live with her family in Baltimore. Ages 4-8.
M	W			**Good-Bye Book.** Judith Viorst. A boy does not want to be left with a babysitter. He tries everything to keep his parents from leaving, but then decides he likes the sitter. Ages 3-7.
F	B			**Happy Christmas, Gemma.** Sarah Hayes. Gemma celebrates her first Christmas. Ages 2-6.
M	W			**How Old Is Old?** Ann Combs. A grandfather explains to his grandson that many things age differently. Ages 4-8.
F	W	X		**I Had a Friend Named Peter: Talking to Children About the Death of a Friend.** Janice Cohn. Betsy's friend Peter is killed in an accident. She has questions as she copes with the news, attends the funeral, and remembers Peter. Guidelines for adults are included. Ages 4-8.
M	W			**I'll Always Love You.** Hans Wilhelm. A boy grows up with his dog. When the dog grows old and dies, the boy remembers that every day he told him "I'll always love you." Ages 3-6.
M	W			**Ira Sleeps Over.** Bernard Waber. Ira cannot decide whether to take his teddy bear along on an overnight visit, but decides it's OK when his friend has one, too. Ages 3-8.
				Lifetimes. Bryan Mellonie and Robert Ingpen. A sensitive explanation of life and death of plants, animals, and people. Ages 4-8.
	AN			**Little Rabbit's Loose Tooth.** Lucy Bate. Rabbit is excited about losing her first tooth. Ages 3-7.
F	W	X	AB	**Maggie Doesn't Want To Move.** Elizabeth Lee O'Donnell. Although Simon hates to move, he says it is his little sister, Maggie, who is upset. He feels better after meeting his new male teacher and seeing his new neighborhood. Ages 4-8.

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Mister Rogers' First Experience Books. Fred Rogers. These realistic books reassure young children about first experiences and feature real life color photographs of multiethnic children and adults. Series titles include **Going to Day Care** (in a family day care home), **Going to the Doctor, When a Pet Dies, Moving, Going to the Hospital, Making Friends, Going on an Airplane, Going to the Dentist, The New Baby**, and **Going to the Potty.** Ages 3-7.			X	
My Body Is Private. Linda Walvoord Girard. A sensitive introduction to the topic of sexual assault. Ages 4-10.	F	W		
My Friend the Doctor. Jane Werner Watson. A child's visit to the doctor is described with a simple, accurate text. Also **My Friend the Dentist**. Ages 2-6.	F/M	W/B	X	
My Nursery School. Harlow Rockwell. Describes what goes on in a nursery school with a male and female teacher. Ages 2-5.	F	W	X	AB
Nathaniel Talking. Eloise Greenfield. This is a collection of poems and raps by Nathaniel, who is trying to figure out the world and his place in it. Ages 4-10.	M	B		
One Morning in Maine. Robert McCloskey. A girl loses her first tooth on a Maine beach. The sea and fog are wonderful. Ages 3-8.	F	W		
Private Zone. Frances Dayee. The topic of sexual assault is presented, with a section for adults on how to use the book. Ages 4-8.	F/M	W		
Saddest Time. Norma Simon. In three short stories, the death of a young uncle, a child, and a grandmother are presented in a caring way. Ages 4-8.			X	
Sara and the Door. Virginia Allen Jensen. Sara closes the door on her coat and is stuck, with no one to help her. She finally figures out a solution. Ages 2-6.	F	B		
Snowy Day. Ezra Jack Keats. Set in an urban neighborhood, this story tells of Peter's adventures and sense of awe as he treks through the snow. Ages 3-8.	M	B		
Starting School. Muriel Stanek. The first day of kindergarten is an exciting adventure. Ages 3-6.	M	W	X	
Tenth Good Thing About Barney. Judith Viorst. A boy remembers all the good things about his dead cat. Ages 3-8.	M	W		

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M	W			**Time for Remembering.** Chuck Thurman. A boy does as his dying grandfather asks and remembers the times they were together. Ages 4-8.
M	B	X		**Trip.** Ezra Jack Keats. When his family moves to a new neighborhood, Louie has to leave his friends behind, but meets new friends. Ages 2-8.
F			AB	**Two of Them.** Aliki. A girl and her grandfather share love and happy times. Then he becomes ill and dies. Ages 3-8.
F	AS			**Umbrella.** Taro Yashima. A girl in New York cannot wait for it to rain so she can try her new umbrella. Ages 3-7.
M	AN			**Waiting for Mom.** Linda Wagner Tyler. A young hippo, whose teacher/single mom is late picking him up one day, is afraid. Ages 2-6.
M	B			**Whistle for Willie**. Ezra Jack Keats. Peter tries and tries to whistle. One day he finally succeeds. Ages 3-8.
		X		**Who Is a Stranger and What Should I Do?** Linda Walvoord Girard. Practical information is presented about how to deal with strangers in a variety of situations. Ages 4-10.
M	B			**Willie's Not the Hugging Kind.** Joyce D. Barrett. When Willie's friend Jo-Jo says that hugging is for babies, Willie refuses hugs and then discovers he misses them. Ages 4-8.

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Nursery Rhymes & Fairy Tales

	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Father Gander Nursery Rhymes. Illustrated by Carolyn Blattel. Traditional Mother Goose rhymes are rewritten to be nonsexist, nonracist, and nonviolent. All ages.				AB
Lon Po Po. Ed Young, translator. This ancient Chinese folk tale is similar to **Little Red Riding Hood.** Three sisters outwit the wolf. Ages 4-8.	F	AS		
Paper Bag Princess. Robert Munsch. A princess rescues the prince by outsmarting the dragon; then decides she does not like the prince's attitude and will not marry him after all. Ages 3-8.	F	W		AB
Tatterhood and Other Tales. Ethel Johnson Phelps, editor. This collection of 25 folk tales from around the world features resourceful and successful females. Age 4 and up.			X	AB
Womenfolk and Fairy Tales. Rosemary Minard, editor. Girls and women are active, intelligent, capable, and courageous in this collection. Age 4 and up.	F		X	AB

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Occupations

GENDER	RACE/ CULTURE	MULTI- ETHNIC	OTHER	
		X	AB	**Fire! Fire!** Gail Gibbons. Many questions children ask about occupations are answered. Explanations are simple and illustrations are colorful. The language is nonsexist and women are shown in all of the occupations. Other similar Gibbons books are **Post Office Book, New Road, Department Store, Fill It Up!, Trucks, Farming, Flying.** Ages 4-9.
F	W		AB	**Girls Can Be Anything.** Norma Klein. Marina rebels at the make-believe roles Adam wants her to play. She insists on being anything she wants to be, including president. Ages 4-8.
	AN		AB	**He Bear, She Bear.** Stan Berenstain and Jan Berenstain. Females and males do all kinds of jobs. Ages 3-7.
		X	AB	**Hey, Look at Me! I Can Be, Hey, Look at Me! I Like to Dream, Hey, Look at Me! Here We Go.** Merry Thomasson. Children of both sexes can see themselves in various occupations. Ages 3-7.
		X	AB	**"I Can Be" Series.** Children's Press. Each book focuses on one career, such as forest ranger, firefighter, or doctor. Color photographs show men and women of different ethnic backgrounds. Ages 4-10.
M	B			**Letter to Amy.** Ezra Jack Keats. Peter invites his friend Amy to a party and has many adventures along the way. Ages 3-6.
F/M		X	AB	**Mommies at Work. Daddies at Work.** Eve Merriam. Parents are shown in a wide variety of occupations, ending with the thing they do best: "coming home to you." Ages 2-8.
		X	AB	**Mothers Can Do Anything.** Joe Lasker. Many kinds of mothers are shown doing many kinds of jobs. Ages 4-8.
		X		**Postal Workers: A to Z.** Jean Johnson. Men and women from different ethnic groups are featured performing a variety of jobs in the post office. Other books in the series include librarians, firefighters, and police officers. Ages 4-9.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
To Space and Back. Sally Ride and Susan Okie. Although this book is designed for elementary children, 4-year-olds will enjoy looking at the big color photographs inside the Space Shuttle. Ages 4-13.	F	W		
"What's It Like to Be?" Series. Troll Associates. Each book features a different career and contains detailed drawings of men and women. Careers include chef, bus driver, dentist, farmer, doctor, grocer, nurse, police officer, postal worker, and railroad worker. Ages 4-10.			X	AB
When I See My Doctor. Susan Kuklin. Color photographs tell the story of a 4-year-old Korean and his Caucasian mother as he goes to the doctor for a checkup. Ages 3-7.	M	AS		
You Can Be Anything. Peter Seymour. Two cardboard figures, a girl and a boy, can be placed in slots for each occupation. Ages 3-6.		W		AB

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Peace & Social Issues

GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
		X		**Big Book for Peace.** Anne Durell. Each poem, short story, and illustration in this collection sends a message about peace. Age 5 and up.
	AN			**Butter Battle Book**. Dr.Seuss. Creatures try to outdo each other, much like the arms race among countries. Age 4 and up.
	AN			**Here Comes the Cat.** Vladimir Vagin and Frank Asch. A mouse warns everyone that a cat is coming, but the fear he stirs up is useless. Russian/English. Ages 2-8.
	AN			**Lorax.** Dr. Seuss. Trees are being cut down and soon the environment is destroyed. Age 2 and up.
		X		**One Light, One Sun.** Raffi. The words from Raffi's song, along with detailed pictures, show people all over the world as they all live under one sun. Ages 2-6.
F	B	X		**Rose for Abby.** Donna Guthrie. People who are homeless get help as the result of a girl's efforts. Ages 4-8.
M	AN	X	AB	**Time for Horatio.** Penelope Corville Paine. A British kitten named Horatio cannot understand why people are mean to him. He sets out to make the world a kinder place. Ages 4-10.

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Self-Concept

	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Alexander and the Terrible, Horrible, No Good, Very Bad Day. Judith Viorst. Children of all ages, and adults, can identify with Alexander and the day that everything went wrong. Age 3 and up.	M	W		
Annie and the Wild Animals. Jan Brett. Annie runs into a moose, a bear, and a wildcat as she looks for her missing cat. A second story is woven into the intricate borders on each page. Ages 3-8.	F	W		
Beast. Susan Meddaugh. Anna's family plans to destroy a big, furry beast that comes out of the forest, but Anna is not convinced it is dangerous. Ages 3-8.	F	W		
Berta Benz and the Motorwagen. Mindy Bingham. Berta Benz was the wife of Karl Benz, the inventor of the first automobile in Germany. She showed how useful this new invention could be. Ages 3-10.	F			AB
Black Snowman. Phil Mendez. A special snowman and the kente cloth of his African ancestors teach Jacob to be proud of who he is. Ages 4-8.	M	B		
Bodies. Barbara Brenner. Photographs show boys and girls and men and women engaged in a variety of activities. Ages 2-6.			X	
Boy Toy. Phyllis Hacken Johnson. Chad shuns dolls because he feels pressure from Sam, who says dolls are girls' toys. Ages 4-7.	M	W		AB
Eloise. Kay Thompson. Eloise is a mischievous 6-year-old who lives in the Plaza Hotel. She delights children with her outrageous antics, from ordering room service for her turtle to riding elevators for fun. Ages 4-10.	F	W		
I Like Me! Nancy Carlson. A cheerful pig is full of good feelings about herself. Big, colorful illustrations. Ages 3-7.	F	AN		
I'm Busy, Too. Norma Simon. Children in child care see that their jobs are as important as their parents' work. Ages 3-6.			X	AB

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F	B		AB	**In Christina's Toolbox.** Dianne Homan. Christina uses her tools to build and fix things. Ages 3-6.
M	AS			**In the Attic.** Hiawyn Oram. Because of his vast imagination, an Asian has numerous adventures in his attic. Ages 2-5.
M	W			**Just Me.** Marie Hall Ets. A boy tries to imitate the movements of animals, but discovers that he runs "like nobody else at all. Just me." Ages 2-5.
F				**Katy and the Big Snow.** Virginia Lee Burton. Katy, a brave and untiring snowplow, digs out Geoppolis, road by road. Ages 3-8.
F	W			**Keep the Lights Burning, Abbie.** Peter Roop and Connie Roop. Abbie Burgess single-handedly keeps the lighthouse lamps lit during a winter storm off the coast of Maine in 1856. Ages 4-8.
F				**Little Engine That Could.** Watty Piper. A determined little engine pulls a trainload of toys over the mountain while SHE chants "I think I can." Ages 2-8.
F	AN			**Little Red Hen.** Margot Zemach. A hard-working hen cannot get any animals to help her as she plants the wheat and makes the bread, but they are all there when it's time to eat. Ages 2-6.
F	W			**Maggie and the Pirate.** Ezra Jack Keats. Maggie lives on a tropical island. She tracks down a pirate who has taken her cricket. Ages 4-7.
F	AN			**Minou.** Mindy Bingham. Minou is a Siamese cat who lives in Paris and must learn to take care of herself after she is uprooted from her pampered life. She learns to become self-sufficient. Ages 3-10.
F	W		AB	**Miss Rumphius.** Barbara Cooney. As a child, Miss Rumphius heard her grandfather tell her that she could make the world more beautiful. As she grows older, she finally figures out how she can do this. Ages 3-8.
F	AN		AB	**My Way Sally.** Penelope Paine and Mindy Bingham. Sally is an English foxhound who does not like the rules of the fox hunt. She changes the rules to make everyone a winner. Ages 3-10.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Nobody's Perfect, Not Even My Mother. Norma Simon. Children and parents are reminded that nobody is perfect, even though adults sometimes seem to expect perfection from young children. Ages 4-9.	F	W	X	
Now I Am Three! Jane Belk Moncure. A child demonstrates things a 3-year-old can do. Ages 2-5.	F	B	X	
Oh, the Places You'll Go! Dr. Seuss. In his usual whimsical style, Dr. Seuss encourages us to find the success that lies within us. Age 3 and up.	F	AN		
Ooops! Suzy Kline. A girl constantly has accidents, but notices that adults occasionally have mishaps, too. Ages 3-7.	F	W	X	
Swimmy. Leo Lionni. A clever little black fish organizes the other small fish to protect themselves. Ages 3-7.		AN		
Tonia the Tree. Sandy Stryker. Tonia finds change frightening, but reluctantly agrees to be uprooted. Aided by her friends, the birds, she discovers that even trees have to change if they want to keep growing. Ages 3-10.	F	AN		
Wild Wild Sunflower Child Anna. Nancy White Carlstrom. Anna skips through the flower fields and enjoys nature to its fullest. Ages 4-8.	F	B		

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Special Needs

GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER	
		X	SN	**About Handicaps.** Sara Bonnett Stein. Part of the Open Family Book Series, which answers many questions about handicaps and includes discussion notes for parents. Ages 3-9.
F	W		SN	**Balancing Girl.** Berniece Rabe. A girl who uses a wheelchair and leg braces amazes the other children with her ability to balance. Ages 3-8.
F	W		SN	**Button in Her Ear**. Ada B. Litchfield. A girl humorously relates how her hearing deficiency is detected and corrected with a hearing aid. Ages 3-8.
F	W		SN	**Cane in Her Hand.** Ada B. Litchfield. A girl finds a way to cope with her failing vision. Ages 3-9.
		X	SN	**Handtalk: An ABC of Finger Spelling and Sign Language.** Remy Charlip and Mary Beth Miller. Photographs introduce sign language. Ages 3-10.
M	W	X	SN	**He's My Brother.** Joe Lasker. An older brother shows affection for Jamie, who has a learning disability. This book can help siblings and friends be more understanding of children with learning disabilities. Ages 3-9.
M	W	X	SN	**Howie Helps Himself.** Joan Fassler. A child with cerebral palsy achieves a victory in this positive view of children with disabilities. Ages 3-9.
F	AS		SN	**I Have a Sister, My Sister Is Deaf.** Jeanne Peterson. A child tells how her sister likes to do the same things other children do, even though she cannot hear. Ages 4-8.
M	NA		SN	**Knots on a Counting Rope.** Bill Martin, Jr. and John Archambault. An Indian boy who was born blind finds confidence and courage. Ages 4-8.
M	W		SN	**Luke Has Asthma, Too.** Alison Rogers. A boy controls his asthma by taking medicine, doing breathing exercises, and staying in the hospital, sometimes. Ages 3-7.
M	W		SN	**Nick Joins In.** Joe Lasker. Nick uses a wheelchair to go to school for the first time. Although he is a little worried, it's not long before he feels at home. Ages 3-9.

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	GENDER	RACE/ CULTURE	MULTI-ETHNIC	OTHER
Our Teacher's in a Wheelchair. Mary Ellen Powers. This photo essay tells about a teacher in a child care center whose wheelchair does not stop him from doing his job. Age 3 and up.	M	W	X	SN
See You Tomorrow, Charles. Miriam Cohen. Charles is the new boy in first grade, and he is blind. His classmates want to be helpful, but are not sure how to treat him. One day Charles helps them out of trouble. Ages 4-8.	M	W	X	SN
Where's Chimpy? Berniece Rabe. Photographs help tell the story of Misty, a child with Down Syndrome, who loses her stuffed monkey and searches for it with her father. Ages 3-8.	F	W		SN

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Section III
Annotated Bibliography of Resources for Adults

ALERTA—A Multicultural, Bilingual Approach to Teaching Young Children. Leslie R.Williams and Yvonne De Gaetano, 1985. Addison-Wesley, 1715 Sand Hill Rd., Menlo Park, CA 94025.

An early childhood educational program for teaching young children from different cultural backgrounds. Home languages as well as second languages are promoted.

Alike and Different: Exploring Our Humanity With Young Children. Bonnie Neugebauer, editor, 1987. Beginnings Books, P.O. Box 2890, Redmond, WA 98073 or Toys 'n Things Press, 450 N. Syndicate, Suite 5, St. Paul, MN 55104.

Thought-provoking information and ideas for working with young children.

Anti-Bias Curriculum. 30 min. video, 1989. Extension Service, Pacific Oaks College, 714 California Blvd., Pasadena, CA 91105.

Suggests ways to help children develop positive self-concept through healthy attitudes about gender, ethnic background, and disabilities. Provides skills for challenging bias.

Anti-Bias Curriculum: Teaching Young Children About Native Americans. Beth Koskie and Jacqui Schafer, 1987. Greater Minneapolis Day Care Association, 1628 Elliot Ave., S., Minneapolis, MN 55404.

General information and resources for caregivers and parents. Emphasizes Chippewa and Sioux.

Anti-Bias Curriculum: Tools for Empowering Young Children. Louise Derman-Sparks and the ABC Task Force, 1989. National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009-5786.

Sets out philosophy, curriculum content, and activities that take an anti-bias approach.

Beginning Equal: A Manual About Nonsexist Childrearing for Infants and Toddlers. 1983. Women's Action Alliance, 370 Lexington Ave., #603, New York, NY 10017.

Helps caregivers explore gender issues with very young children. Available in Spanish.

Better Baby Care: A Book for Family Day Care Providers. Margaret Nash and Costella Tate, 1986. The Children's Foundation, 725 15th St., N.W., Suite 505, Washington, DC 20005.

Beautifully illustrated book, especially for family day care providers who seek to increase their infant caregiving skills.

Better Baby Care: A Training Course for Family Day Care Providers. Linda Eggbeer and Mary Martha Howe, editors, 1988. The Children's Foundation, 725 15th St., N.W., Suite 505, Washington, DC 20005.

Complete detailed course, handouts, and activity sheets, to assist family day care support agencies in training providers to better care for infants and toddlers.

Caring for At-Risk Infants and Toddlers in a Family Child Care Setting. Sandra Heideman, 1989. University of Minnesota Early Childhood Studies Program, 201 Wesbrook Hall, 77 Pleasant St., S.E., Minneapolis, MN 55455.

Discusses infants and toddlers who are at risk for neglect, abuse, or delays in normal development.

Children Are Children Are Children, An Activity Approach to Exploring Brazil, France, Iran, Japan, Nigeria, and the U.S.S.R. Ann Cole, Carolyn Haas, Elizabeth Heller, and Betty Weinberger, 1978. Little, Brown, 200 West St., Waltham, MA 02154.

Activities, facts, and craft ideas about six countries.

Children With Special Needs in Early Childhood Settings. Carol Paasche, Lola Gorrill, and Bev Strom, 1990. Addison-Wesley, 2725 Sand Hill Rd., Menlo Park, CA 94025.

Ways to meet young children's special needs within programs.

Children With Special Needs in Family Day Care Homes: A Handbook for Family Day Care Providers. Beatrice de la Brosse, 1987. El Centro de Rosemount, 2000 Rosemount Ave., N.W., Washington, DC 20010.

Excellent resource written especially for family day care providers. Available in Spanish.

Children With Special Needs in Family Day Care Homes: A Handbook of Approaches and Activities for Family Day Care Home Providers. 1988. El Centro de Rosemount, 2000 Rosemount Ave., N.W., Washington, DC 20010.

An activity and resource book to accompany the handbook by the same name.

Cultural Awareness for Young Children: Asian, Black, Cowboy, Eskimo, Mexican, Native American Cultures. Earldene McNeill, Velma Schmidt, and Judy Allen, 1981. Toys 'n Things Press, 450 North Syndicate Ave., Suite 5, St. Paul, MN 55104.

Information and activities about six cultures.

Culture and Children: Asian-Indian, Black, German, American Indian, Mexican, Vietnamese. Texas Department of Human Services, 1985. Toys 'n Things Press, 450 N. Syndicate Ave., Suite 5, St. Paul, MN 55104.

Ideas and resources to integrate multicultural concepts into early childhood programs.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8, Expanded Edition. Sue Bredekamp, editor, 1987. National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009-5786.

A national, expert consensus of guidelines to identify appropriate and inappropriate teaching practices for infants through 8 years.

Diversity in the Classroom—A Multicultural Approach to the Education of Young Children. Frances E. Kendall, 1983. Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027.

Provides theoretical background and practical suggestions for a multicultural approach to education, showing that educating children is more than just the 3R's.

Exceptional Parent. 296 Boylston St., Boston, MA 02116.

Magazine for parents of children with special needs.

Family Day Caring. Toys 'n Things Press, 450 N. Syndicate Ave., Suite 5, St. Paul, MN 55104.

Magazine for the family day care community.

"Freeing Children from Gender Stereotypes." Betty Falcao, 1989. National Organization for Women, Tompkins Co. Chapter, 114 Cobb St., Ithaca, NY 14850.

Article offers ways to avoid stereotyping children by gender.

Including All of Us: An Early Childhood Curriculum About Disability. Merle Froschl, Linda Colon, Ellen Rubin, and Barbara Sprung, 1984. Educational Equity Concepts, 114 E. 32nd St., New York, NY 10016.

Curriculum designed to be nonsexist and multicultural, and to increase our understanding of disabilities.

Making a Difference: A Handbook for Child Care Providers. Partners in Prevention Project, 1986. Child Care Resource and Referral Network, 809 Lincoln Way, San Francisco, CA 94122.

Covers topics related to child abuse, neglect, early warning signs, positive child guidance, and discipline. Available in English, Spanish, and Chinese.

Manual on Nonviolence and Children. Stephanie Judson, compiler and editor, 1984. New Society Publishers, 4722 Baltimore Ave., Philadelphia, PA 19143.

Helps children and adults establish an atmosphere in which they can deal with problems and conflict nonviolently. Contains theory and practical ideas.

Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers. 1979. WEEA Publishing Center, 55 Chapel St., Suite 200, Newton, MA 02160.

Contains general information, activities, a language workshop, and anecdotes that come directly from training sessions.

Non-Sexist Education for Young Children: A Practical Guide. Barbara Sprung, 1977. Educational Equity Concepts, 114 E. 32nd St., New York, NY 10016.

Classic curriculum guide containing how-to ideas.

Readings on Multicultural Learning in Early Childhood Education. Kevin Swick, editor, 1987. Southern Association on Children Under Six, P.O. Box 5403, Brady Station, Little Rock, AR 72215.

Defines culture, explains how it develops, and provides critical insights about early learning and development.

Serving Culturally Diverse Families of Infants and Toddlers With Disabilities. Penny P. Anderson and Emily Schrag Fenichel, 1989. National Center for Clinical Infant Programs, 2000 Fourteenth Street, Suite 380, Arlington, VA 22201.

Talks about caring for infants and toddlers with special needs from different cultures.

Special Day Celebrations. Elizabeth McKinnon, 1989. Totline Press, Warren Publishing House, Box 2250, Dept. B, Everett, WA 98203.

Unusual, nontraditional celebrations with young children.

Starting Out Right. K. McGinnis and B. Oehlberg, 1988. Meyer-Stone Books, 714 S. Humphrey, Oak Park, IL 60304.

Ways to teach young children to be peacemakers by appreciating and respecting others.

Teaching and Learning in a Diverse World: Multicultural Education for Young Children. Patricia Ramsey, 1987. Teachers College Press, Columbia University, 1234 Amsterdam, New York, NY 10027.

Explores how early childhood educators can help reduce the continuing problem of prejudice relating to race, gender, and culture.

"Teaching Young Children To Resist Bias: What Parents Can Do." 1989. National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009-5786.

Pamphlet provides tips for parents and caregivers to help children appreciate diversity and deal with others' biases.

Young Peacemakers Project Book. Kathleen Fry-Miller and Judith Myers-Walls, 1988. Brethren Press, 1451 Dundee Ave., Elgin, IL 60120.

Activities on themes such as the environment, families, jobs, and peace, geared for children ages 3 to 10.

Section IV
Companies With Anti-Bias and/or Multicultural Books and Materials

Addison-Wesley Publishing Co.
2725 Sand Hill Rd.
Menlo Park, CA 94025
(Posters, books)

Adoptive Families of America
3333 Highway 100 North
Minneapolis, MN 55422
(Books on adoption, cultures, crafts, cookbooks, dolls)

Advocacy Press
Box 236
Santa Barbara, CA 93102
(Books, videos on women)

African-American Art
2721 Jefferson St.
Nashville, TN 37208
(Posters for preschool-grade 3)

Afro-Am Distributing Co.
819 South Wabash Ave.
Chicago, IL 60605
(African American games, puzzles, tapes, books, dolls, puppets, posters)

AFRO-BETS
301 Main St.
Suite 22-24
Orange, NJ 07050
(Books, toys, dolls)

ALA Graphics
American Library Association
50 E. Huron St.
Chicago, IL 60611
(Videos, posters)

Alcazar Records
Box 429
Waterbury, VT 05676
(Records, tapes, songbooks)

Alkebu-Lan Images
2721 Jefferson St.
Nashville, TN 37208
(African American sweatshirts, T-shirts, books, posters)

American Indian Resource Center
Huntington Park Library
6518 Miles Ave.
Huntington Park, CA 90255
(Books, games, posters)

ARC Associates, Inc.
310 8th St., Suite 220
Oakland, CA 94607
(Asian bilingual)

A.R.T.S.
32 Market Street
New York, NY 10002
(Chinese, Hispanic)

Bilingual Publications Co.
1996 Broadway
New York, NY 10023
(Books in Spanish)

Black Women in Print
Bethune Museum and Archives Inc.
National Historic Site
1318 Vermont Ave., N.W.
Washington, DC 20005
(Books, films on Black women)

Caedmon
1995 Broadway
New York, NY 10023
(Recordings, special games)

Chaselle, Inc.
9645 Gerwig Lane
Columbia, MD 21046
(Catalog has global experiences section)

Childcraft Educational Corporation
Box 3081
Edison, NJ 08818
(Dolls, puzzles, puppets, play figures)

Children's Press
5440 North Cumberland Ave.
Chicago, IL 60556
(Children's books in Spanish)

Children's Small Press Collection
719 N. 4th Ave.
Ann Arbor, MI 48104
(Multicultural, bilingual, anti-bias resources for adults and children)

Choice Puzzles
1608 E. Republican, #1
Seattle, WA 98112
(Non-sexist puzzles)

Claudia's Caravan
Box 1582
Alameda, CA 94501
(Materials with nonsexist, anti-bias, multicultural focus)

Cobblestone Publishing, Inc.
30 Grove St.
Peterborough, NH 03458
(Multicultural, bilingual materials)

Community Playthings
Route 213
Rifton, NY 12471
(Multiethnic dolls, play figures; equipment for children with disabilities)

Constructive Playthings
1227 E. 119th Street
Grandview, MO 64030-1117
(Multicultural dolls, play figures, puzzles)

Council on Interracial Books for Children
1841 Broadway
New York, NY 10023
(Filmstrips, books, pamphlets, for adults)

Creative Concepts for Children
Box 8697
Scottsdale, AZ 85282-8697
(Puppets)

Crestwood Company
Communication Aids
6625 N. Sydney Place
Milwaukee, WI 53209-3259
(Adapted toys for children with special needs)

Donnelly/Colt
Box 188
Hampton, CT 06247
(Poster, buttons, T-shirt, labels)

Early Learning Experiences
Asper Folta Consultants
Box 729
Haines, AK 99827
(Alaskan culture)

Educational Activities, Inc.
Box 87
Baldwin, NY 11510
(Records, tapes)

Educational Equity Concepts, Inc.
114 E. 32nd St.
New York, NY 10016
(Educational materials for adults and children)

Educational Record Center
1575 Northside Dr., N.W.
Building 400/Suite 400
Atlanta, GA 30318-4298
(Some audio, video, records)

Educational Records
472 E. Paces Ferry Rd.
Atlanta, GA 30305
(Multicultural records)

Feminist Press
Talman Company
150 Fifth Ave., #514
New York, NY 10011
(Nonsexist books)

First Steps, Ltd.
Hand in Hand
9180 LeSaint Dr.
Fairfield, OH 45014
(Dolls, innovative equipment)

Global Village, Inc.
2210 Wilshire Blvd., Box 262
Santa Monica, CA 90403
(Anti-bias books and toys)

Global Corporation for a Better World
3621 Ingomar Pl., N.W.
Washington, DC 20015
(Adult, children's resources)

Gryphon House
Early Childhood Catalog
Box 275
Mt. Rainier, MD 20712
(Includes bilingual books in Spanish)

Hal's Pals
Box 3490
Winter Park, CO 80482
(Dolls with disabilities)

The Heritage Key, Inc.
10116 Scoville Ave.
Sunland, CA 91040
(Multiethnic resources, especially Korean)

Human Policy Press
Box 127
Syracuse, NY 13210
(Posters, pamphlets, books showing people with disabilities)

Humanics Learning
Box 7447
Atlanta, GA 30309
(Adult and children's books)

The Indian Historian Press
1451 Masonic Avenue
San Francisco, CA 94117
(Native American resources)

Institute for Peace and Justice
4144 Lidell, Room 122
St. Louis, MO 63108
(Resources on peace, multiculturalism, sexism)

Intercultural Press
Box 700
Yarmouth, ME 04096
(books, videos for adults, especially Asia)

Interracial Family Circle, Inc.
P.O. Box 53290
Washington, DC 20009
(Monthly newsletter, bibliography focused on interracial and biracial children)

JCAP, Inc.
Box 367
San Mateo, CA 94401-0367
(Japanese American books and materials)

Jesana Ltd.
Box 17
Irvington, NY 10533
(Adapted toys and equipment)

Judy/Instructo Co.
4325 Hiawatha Ave., South
Minneapolis, MN 55406
(Occupation and picture puzzles)

JVC Video Anthology of World Music and Dance
61 Prospect St.
Montpelier, VT 05602

Kaleidoscope
1820 41st Ave.
Capitola, CA 95010
(Books, puzzles)

Kaplan School Supply
Box 609
Lewisville, NC 27023
(Books, puzzles, dolls)

Kar-Ben Copies, Inc.
6800 Tildenwood Lane
Rockville, MD 20852
(Books on Jewish culture)

Kidsrights
3700 Progress Blvd.
Mount Dora, FL 32757
(Self-help books and videos on self-concept, families, and feelings)

Lakeshore Curriculum Materials Co.
241 First Ave.
Box 6261
Carson, CA 90749
(Multiethnic dolls, career puzzles, puppets, play figures, recordings)

Lerner Publications Company
2695 E. Dominiguez St.
Minneapolis, MN 55401
(Focus on anti-bias, multicultural books)

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(Baby Whitney, a Black doll)

Maral Enterprises
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New York, NY 10028
("Guide to Black Children's Books")

Medical Toys and Books
Pediatric Projects, Inc.
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Santa Monica, CA 90406-9920
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Michigan Products, Inc.
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Lansing, MI 48909-4155
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Music for Little Children
Star Route
Redway, CA 95560
(Records, tapes, musical instruments)

Music for Little People
Exceptional Child Resources
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Milford, CT 06460
(Records and tapes)

National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, DC 20009-5786
(Books, brochures, videos for adults; posters)

National Women's History Project
7738 Bell Rd.
Windsor, CA 95492-8515
(Women's resources, books, videos, posters)

Navajo Curriculum Center
Rough Rock Community School
Box 217, RRDS
Chinle, AZ 86503
(Books on Navajo culture)

New Seeds Press
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Berkeley, CA 94709-0488
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Santa Cruz, CA 95061
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Minneapolis, MN 55407
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Special Friends
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Lowell, MA 01851
(Stuffed animals with disabilities)

Syracuse Cultural Workers
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Toys 'n Things Press
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(Multicultural adult resources)

UNICEF
333 East 38th St.
New York, NY 10016
(Multicultural resources)

United Indians of All Tribes Foundation
Box 99100
Seattle, WA 98199
(Alaskan, other Native American resources)

Usborne Books
EDC Publishing
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Tulsa, OK 74146
(Some multicultural and nonsexist children's books)

Weston Woods
Weston, CT 06883-1199
(Children's multicultural, nonsexist literature in
audio and video tapes)

Women's Action Alliance
370 Lexington Ave., #603
New York, NY 10017
(Poster and photos)

Women's Educational Equity Act Publishing Center
55 Chapel St., Suite 200
Newton, MA 02160
(Nonsexist resources)

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Ethnic Dolls

Adoptive Families of America
Afro-Am
AFRO-BETS
Childcraft
Community Playthings
Constructive Playthings
Hal's Pals
JACP
Lakeshore
Lomel Enterprises
Michigan Products

Play Figures—Wood or Rubber

Afro-Am
Childcraft
Community Playthings
Constructive Playthings
Lakeshore
Michigan Products

Posters/Photos

Addison-Wesley
African-American Art
ALA Graphics
Alkebu-Lan Images
American Indian Resource Center
Donnelly/Colt
Human Policy Press
National Association for the Education of Young Children
National Women's History Project
Northland Poster Collective
Organization for Equal Education of the Sexes
Syracuse Cultural Workers
Women's Action Alliance

Puppets

Afro-Am
Childcraft
Creative Concepts for Children
Lakeshore
Michigan Products

Puzzles

Afro-Am
Childcraft
Choice Puzzles
Constructive Playthings
Judy/Instructo
Kaleidoscope
Kaplan
Lakeshore
Rolf Learning Systems

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Alcazar
Caedmon
Educational Activities
Educational Record Center
Educational Records
Lakeshore
Listening Library
JVC Video Anthology
Music for Little Children
Music for Little People
D.A. Reid
Roots and Wings
Social Studies School Service
Weston Woods

Section V
Organizations

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15 W. Sixteenth St.
New York, NY 10011

American Indian Historical Society
1451 Masonic Ave.
San Francisco, CA 94117

Amnesty International USA
1118 22nd St., N.W.
Washington, DC 20037

Association for the Care of Children's Health
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814

Association for Childhood Education International
11141 Georgia Ave., #200
Wheaton, MD 20902

Association for Children and Adults with Learning Disabilities
4156 Library Rd.
Pittsburgh, PA 15234

Association for Children's Rights and Services
777 Stockton St., #202
San Francisco, CA 94108
(Resource and referral)
(*Wu Yee Times* printed in English, Chinese, and Vietnamese)

Association for the Study of Afro-American Life and History
1407 14th St., N.W.
Washington, DC 20005

Association of American Indian Affairs
432 Park Ave. South
New York, NY 10016

Association of MultiEthnic Americans
1060 Tennessee St.
San Francisco, CA 94107

Bananas Child Care Information and Referral
6501 Telegraph Rd.
San Francisco, CA 95609

Biracial Family Network
P.O. Box 489
Chicago, IL 60653-0489

Bureau of Indian Affairs
U.S. Department of the Interior
Public Affairs Office, C-130
1951 Constitution Ave., N.W.
Washington, DC 20245

California Child Care Resource and Referral Network
809 Lincoln Highway
San Francisco, CA 94122

Center for Women Policy Studies
2000 P St., N.W., #508
Washington, DC 20036

Child Care Law Center
22 Second St., 5th Fl.
San Francisco, CA 94105

Child Welfare League of America
440 First St., N.W.
Washington, DC 20001

Children's Defense Fund
122 C Street, N.W.
Washington, DC 20001

The Children's Foundation
725 Fifteenth St., N.W., #505
Washington, DC 20005

Council for Exceptional Children
920 Association Dr.
Reston, VA 22098-1589

Disability Rights Education and Defense Fund
1616 P St., N.W.
Washington, DC 20009

Education for Parenting
31 W. Coulter St.
Philadelphia, PA 19144

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois—Champaign/Urbana
805 W. Pennsylvania Ave.
Urbana, IL 61801

Gallaudet University
Office of Public Relations
800 Florida Ave., N.E., T-6
Washington, DC 20002

I-Pride, Inc.
1060 Tennessee St.
San Francisco, CA 94107
(Interracial, biracial family resources)

Institute for Peace and Justice
4144 Lindell, Rm. 122
St. Louis, MO 63108

Interracial Family Alliance
Box 16248
Houston, TX 77222

Martin Luther King, Jr. Center
449 Auburn Ave., N.E.
Atlanta, GA 30312

National Advisory Council on Indian Education
425 13th St., N.W.
Pennsylvania Building, #326
Washington, DC 20004

The National Association for Asian and Pacific American Education
310 Eighth St., #220
Oakland, CA 94607

National Association for Family Day Care
725 Fifteenth St., N.W.
Suite 505
Washington, DC 20005

National Association for the Advancement of Colored People
1790 Broadway
New York, NY 10019

National Association for the Deaf
814 Thayer Ave.
Silver Spring, MD 20910

National Association for the Education of Young Children
1834 Connecticut Ave, N.W.
Washington, DC 20009-5786

National Black Child Development Institute
1463 Rhode Island Ave., N.W.
Washington, DC 20009

National Center for Clinical Infant Programs
2000 14th St., North, #380
Arlington, VA 22201-2500

National Council of Jewish Women
53 W.23rd St., 6th Fl.
New York, NY 10010

National Council of La Raza
810 First St., N.E., #300
Washington, DC 20002-4205

National Indian Education Association
1115 Second Ave. South
Ivy Tower Building
Minneapolis, MN 55403

National Information Center for Children and Youth with Handicaps
Box 1492
Washington, DC 20013

National Lekotek Center
2100 Ridge Ave.
Evanston, IL 60201
(Resource center for families with children who have disabilities)

National Urban League
500 E. 62nd St.
New York, NY 10021

North American Indian Women's Association
Box 314
Isleta, NM 87022

Organization for Equal Education of the Sexes
808 Union St.
Brooklyn, NY 11215

The Organization of Pan Asian American Women, Inc. (PanAsia)
Box 39128
Washington, DC 20016

Parent Action
Box 1719
Washington, DC 20013

Southern Association on Children Under Six
Box 5403, Brady Station
Little Rock, AR 72215

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